

THE 1990  
ADULT EDUCATION AND  
TRAINING SURVEY



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# The 1990 Adult Education and Training Survey



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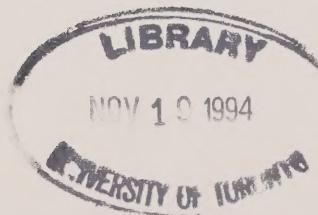
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# THE 1990 ADULT EDUCATION AND TRAINING SURVEY

Summary report of the findings from the 1990  
Adult Education and Training Survey



Prepared by:

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Education, Culture  
and Tourism Division  
Statistics Canada

The 1990 Adult Education and Training Survey and this report were prepared under contract to Employment and Immigration Canada.



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## **SYMBOLS**

The following symbols are used throughout this report:

- amount too small to be expressed
- \* numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers
- \*\* data are not reliable enough to be released; coefficient of variation greater than 25%



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## ACKNOWLEDGEMENTS

Preparing this publication required the skills, creativity and efforts of many people.

**R. Albert, G. Gratton, B. Lamarche and J. Lavergne** produced all the tabulations required for data analysis. **S. Rochon** created the tables and drafted all the charts, while **R. Côté** produced the statistical appendix. The text was edited by **J. Reil**.

I also wish to thank those who reviewed and commented on the draft manuscript and provided criticisms and suggestions: **P. Mosher** of Employment and Immigration Canada, **L. Nobert** of the Secretary of State of Canada and, **K. Bennett** and **S. Arrowsmith** of Statistics Canada.

Of course, I am alone responsible for analysis, presentation of data and for any errors or omissions.



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## INTRODUCTION

Canada's ability to become globally competitive is increasingly dependent upon the capacity of its workforce to acquire new skills and knowledge and upgrade existing ones. The challenges posed by structural changes in the economy, emerging technologies, and pressures to improve productivity mean that the need for adult education and training has never been greater. Accompanying this need has been a desire for information on the characteristics of the adult learner and the barriers to participation in adult education and training.

During the 1980s, Statistics Canada conducted three surveys on adult education and training: the 1984 Adult Education Survey, commissioned by the Department of the Secretary of State and the 1986 Adult Training Survey and the 1990 Adult Education and Training Survey, both sponsored by Employment and Immigration Canada. These surveys were all household-based, meaning that an interview was conducted with each household in the sample, thereby enabling the collection of information on an individual basis. In contrast, the more traditional institutional surveys collect information at the more aggregated school or institution level. The household approach provides a larger range of information on the characteristics and motives of both participants and non-participants.

This report presents an overview of findings from the 1990 Adult Education and Training Survey. It provides a broad perspective of adult learners by analyzing their demographic and socio-economic backgrounds and the instructional activities they pursued. It also focuses on the characteristics of employer-sponsored and non-sponsored trainees. Finally, it examines non-participants and the barriers they face in obtaining education and training opportunities.



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## HIGHLIGHTS

### *The adult learner*

- According to the Adult Education and Training Survey (AETS) more than 3.4 million people aged 17 and over were registered in a course or program between December 1989 and November 1990. This represents 17% of the Canadian adult population.
- Participation rates in adult education ranged from a high of 24% for those aged 25 to 34, to only 3% for those over 65. Generally, participation in adult education declined sharply with age, although the rate for 17 to 24 year-olds was relatively low at 16% because the majority of this group was registered in regular full-time college or university programs (which were excluded from the definition of adult education and training used for this report).
- Those with post-secondary education were more likely to participate in adult education. While 33% of adults with university degrees were enrolled in some form of adult education, only 3% of those with grade 8 or less were.
- The most popular adult education programs were the short-term or part-time courses. According to AETS estimates, more than 16% of adult Canadians took such a course in 1990.
- For short-term or part-time courses, commerce, management and business administration were the most popular fields of study. These subjects were the choice of 23% of all part-time students.

### *Program providers*

- Educational institutions (mainly colleges and universities) provided the facilities for most adult education courses, accommodating 55% of all adult learners.
- Employers provided facilities for 23% of adult learners; professional associations, churches, unions and other organizations provided facilities for the remaining 22%.

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### ***Program sponsors***

- Almost half of adult students (48%) had their tuition paid by their employer, 45% by themselves or their family, 8% by various other sources and 4% by governments.
- The estimated 1.6 million workers whose training was sponsored by their employers represented 13% of Canada's workforce.
- Rates of employer-sponsored training varied substantially from one industry to another, ranging from 3% of workers in agriculture to 32% in utilities.
- Employer-sponsored training rates were affected by age, gender and size of firm. The 25 to 44 age group was most likely to receive this training, and men had higher rates than women. Employees in large firms had higher rates than those in smaller firms.

### ***Trainees' motivation and barriers***

- The majority of trainees (78%) took adult education or training programs for job-related reasons; 22% took them for reasons of personal interest.
- Time and money constraints were the two most important deterrents to education and training cited by AETS respondents. Almost half (48%) of those who took no adult education in 1990 cited these barriers. Of those who did take adult education, 58% said these barriers prevented them from taking further courses.

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# **CHAPTER I**

## **THE ADULT LEARNER: A PROFILE**

Results from the 1990 Adult Education and Training Survey (AETS) show that a large proportion of adult Canadians take a course or receive training of some type after leaving the regular school system.

This chapter profiles the adult learners and their efforts to adapt to the changing structure of Canada's economy and to ever changing job skill requirements. Adult learners cannot be treated as homogeneous group. This chapter emphasizes differences in participation rates based on age, gender, marital status, occupation, industry and level of education. We will also describe the type of education or training received and examine participants' motivations and the barriers to training.

### **A. DEFINITION**

The AETS collected information on all types of educational activities pursued by persons aged 17 and over in 1990. This report, however, is restricted to short-term or part-time courses<sup>1</sup>, apprenticeship programs and employer-sponsored full-time programs. Adults enroled in regular full-time programs offered by secondary and post-secondary school systems are not included in the definition of adult or continuing education. However, to get a comprehensive picture of how employers are involved in training, we have included employer-sponsored full-time programs offered by educational institutions.<sup>2</sup>

This definition of adult education is similar to the one proposed by UNESCO in the International Standard Classification of Education (ISCED). In this document, adult education is described as organized programs of education adapted to the needs of persons aged fifteen and older who are not in regular school and university systems.

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<sup>1</sup> Part-time courses are attended regularly and generally last more than a month. Short-term courses last less than a month and usually require attendance for a considerable part of the working day or week.

<sup>2</sup> It might also be argued that adults returning to school after a prolonged period ("returnees") constitute a special clientele and for this reason should also be considered as adult learners. However, because this group cannot be clearly identified in AETS, it is excluded from the scope of this analysis.

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## B. LEVEL OF PARTICIPATION

**Total participation rates.** The first step in profiling adult learners in Canada is to examine their participation rates (i.e the proportion of the adult population enroled in learning or training activities). Because these rates are influenced by the various socio-demographic variables selected for analysis, it is useful to start with the overall national participation rate, which provides a reference point for comparisons to the other rates presented throughout the report.

Estimates from the 1990 AETS indicate that 17% of the Canadian adult population was registered in a course or program sometime between December 1989 and November 1990. This represents 3.4 million people, taking about 5.9 million courses or programs.

As can be seen in Table 1.1, the eastern provinces had lower participation rates than the national average, while the western provinces, with the exception of Alberta, were reasonably close to the national average. Alberta had the highest participation rate at 22%, while Newfoundland and Prince Edward Island had the lowest at 10%.

**Table 1.1      Participation rates in adult education and training by gender, Canada and provinces, 1990**

	Total	Male	Female
(% of population 17 and over)			
<b>Canada</b>	<b>17</b>	<b>17</b>	<b>17</b>
Newfoundland	10	10	9
Prince Edward Island	10	9	12
Nova Scotia	14	14	14
New Brunswick	12	12	12
Québec	15	16	15
Ontario	18	18	18
Manitoba	16	17	15
Saskatchewan	15	15	14
Alberta	22	21	22
British Columbia	19	19	19

---

The average participation rate in urban centres was 18%, while in rural areas it was 13%. Although this trend was consistent across all provinces, in Alberta and British Columbia the rural participation rates were comparable or higher than many other provinces' urban rates. Alberta was also the only province with equal rural and urban rates.

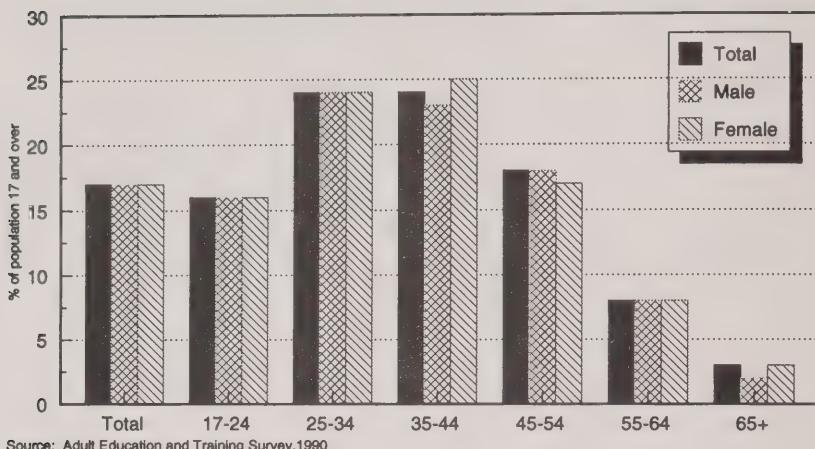
Generally, the difference between urban and rural rates can be explained by a more limited access to adult education in rural areas, and by socio-demographic factors. (See Appendix C, Table C-3)

**Age and gender.** The median age of both male and female trainees was 35 years. Variations were, however, observed among provinces. The median ranged from 32 years in Newfoundland to 37 in British Columbia. Variations were also observed among the types of program taken. For those enroled in short-term or part-time courses, the median was 36 years, compared to 35 for those who took a full-time employer-sponsored program, and only 24 for those in an apprenticeship program. (See Appendix C, Tables C-1 and B-2.)

Except for people aged 17 to 24 who tended to be enroled in regular full-time college or university programs, participation in adult education declined sharply with age. In all provinces and for both men and women, demand for adult education was highest for those aged 25 to 44. Some 24% of this age group registered for a course, compared with only 16% of the 17-24 age group and 10% of those over 45.

Women represented 52% of the adult education participants in 1990. They slightly outnumbered men in the 25 to 44 and 55 and over age groups but their overall participation rate was practically identical to the rate for men.

**Chart 1.1**  
**Participation rates in adult education by**  
**age and gender, Canada, 1990**



Source: Adult Education and Training Survey, 1990

**Marital status.** Marital status also affected participation, but to a much lesser degree than age or gender.

Separated or divorced adults were most likely to enrol in an educational activity: about one in five (19%) took a course in 1990. Single and married people followed closely, both with an 18% participation rate. Widows and widowers had the lowest rate at 5%, but this probably reflected their age more than their marital status.

Married men and women had an identical participation rate (18%), but otherwise women had higher rates whatever their marital status. Separated or divorced women had the highest rate at 22%, compared with 15% for separated or divorced men. Single women ranked second with 20%, compared with 16% for single men. Next were married men and women (17%), followed by widows with a rate 6%; widowers had a rate of only 3%.

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## Chart 1.2

### Participation rates in adult education by marital status and gender, Canada, 1990



Source: Adult Education and Training Survey, 1990

\*Data are subject to considerable sampling error and should be used with caution

Age also affected participation by marital status. Among 17 to 24 year olds, for instance, married people were most likely to enrol, while past age 55, married people had the lowest rate. Overall, participation rates declined past age 45 for all marital status groups.

**Level of education.** Results from the AETS showed that those with more education were more likely to participate in adult education. Although those with only a primary education (grade 8 or less) comprised 18% of Canada's population aged 15 and over, they accounted for only 2% of all participants in adult education in 1990. At the other end of the spectrum, university graduates were 10% of Canada's population, but accounted for 22% of all trainees. Indeed, almost seven out of 10 adult mature students had some post-secondary education. Education tends to breed education but this high rate might also mean that changes in job qualification requirements are particularly fast among highly-skilled occupations.

**Table 1.2** Participation rates in adult education and training by level of education and by gender, Canada, 1990

	Total	Male	Female
(% of population 17 and over)			
<b>Total</b>	<b>17</b>	<b>17</b>	<b>17</b>
Grade 8 or lower	3	4	3
Some high school	8	8	7
High school diploma	16	16	16
<b>High school or less</b>	<b>10</b>	<b>10</b>	<b>10</b>
Some postsecondary	23	22	25
Postsecondary certificate	25	24	26
University degree	33	30	37
<b>Postsecondary education</b>	<b>27</b>	<b>26</b>	<b>28</b>

Only 3% of adults with primary education or less, and 8% of those with some high school, enroled in adult education or training, compared with 33% of those with a university degree. On average, the participation rate for adults with a high school diploma or less was only one third the rate for those with post-secondary education. At lower levels of education, men were marginally more likely to participate than women, but as educational attainment increased, this pattern reversed. For example, nearly four out of 10 women with a university degree enroled in some form of adult education, compared with 3 out of 10 men. (See Appendix C, Table C-4.)

**Labour force status.** Because most adult education was work-related, the working population had higher participation rates than the non-working population. More than 23% of employed AETS respondents were registered in a course or program, compared with 15% for the unemployed respondents and only 6% for persons not in the labour force.<sup>3</sup> Among employed respondents, full-time workers had a rate of 24%, while part-time workers, had a rate of 18%.

<sup>3</sup> The Adult Education and Training Survey was conducted as a supplement to the November 1990 Labour Force Survey. As a consequence, the employment status of adult education participants was for the third week of November, 1990.

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Whatever their employment status, women had higher rates than men. About 25% of female workers took some training, compared with 22% of male workers. Among full-time workers, the female participation rate was 27%, compared with 22% for males. The rate for female part-time workers (20%) was almost twice the rate for men working part-time (11%). Among the unemployed, about 18% of women received some training, compared with 13% of men. (See Appendix C, Table C-5.)

***Industry and Occupation.*** This analysis of participants by industry and occupation reflected their situation at the date of the survey, not when the individual registered for a course or program. Some participants might have changed industry or occupation after taking their training. For this reason, the AETS data are indicative rather than definitive.

The adult education participation rate for persons in the labour force (i.e employed or unemployed) was 22%, but substantial variation occurred among industries. Rates were higher for those working in service industries (25%) than for those in goods-producing industries (18%)<sup>4</sup>. For example, 39% of workers in public administration, almost 37% in utilities, 31% in community services<sup>5</sup> and 30% in the finance industry took some form of training in 1990, compared with rates of 12% in agriculture and 13% in construction.

Overall, 25% of women in labour force took some training, compared with 21% for men. Female participation rates were substantially higher than male rates in both the goods-producing sector and the services-producing sector. This difference was particularly pronounced in primary industries, construction, transportation, community services and public administration. (See Appendix C, Table C-7.)

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<sup>4</sup> The goods-producing sector includes the following industries: agriculture, other primary, manufacturing, construction and utilities. The service sector is composed of transportation, communications, trade, finance, community services, business and personal services, miscellaneous services and public administration.

<sup>5</sup> The community services group includes educational, health and social service industries.

---

**Table 1.3      Participation rates in adult education and training of labour force population by industry and gender, Canada, 1990**

	Total	Male	Female
(% of labour force 17 and over)			
<b>Total</b>	22	21	25
<b>Goods-producing Industries</b>	<b>18</b>	<b>18</b>	<b>18</b>
Agriculture	12	11	15
Other primary	23	22	34*
Manufacturing	19	20	16
Construction	13	12	17
Utilities	37	37	36
<b>Services-producing Industries</b>	<b>25</b>	<b>23</b>	<b>26</b>
Transportation	20	19	28
Communications	26	26	26
Trade	17	18	15
Finance	30	31	30
Community services	31	28	33
Business and personnel services	20	20	19
Miscellaneous services	18	12	23
Public administration	39	36	42

\* Data are subject to large sampling error and should be used with caution

Participation in adult education was also influenced by occupation. In 1990, the rate for white-collar workers (28%) was almost twice the rate for blue-collar workers (16%)<sup>6</sup>. Female white-collar workers had a higher rate than their male counterparts -29% to 26%- but among blue-collar workers the rate was higher for males -17% to 14%.

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<sup>6</sup> White-collar occupations include artistic, clerical, managerial, medicine, natural science, religion, sales, social science and teaching occupations. All other occupations are blue-collar occupations.

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Participation rates for white-collar workers ranged from 18% for sales occupations to 38% for natural science occupations. Among blue-collar workers, those in agriculture had the lowest rate at 12%, compared with 28% for workers in mining.

Substantial gender differences occurred within occupations. For example, female participation rates were much higher than male rates in the natural sciences, social sciences, teaching, clerical and artistic occupations; but they were lower in fabricating, processing, material handling, as well as in sales and service occupations.

The likelihood of getting trained was highest among both white-collar and blue-collar workers in Ontario, Alberta and British Columbia. The Atlantic provinces had the lowest participation rates. (See Appendix C, Table C-6.)

**Table 1.4      Participation rates in adult education and training of labour force population by occupation and gender, Canada, 1990**

	Total	Male	Female
(% of labour force 17 and over)			
<b>Total</b>	22	21	25
<b>White collar workers</b>	<b>28</b>	<b>26*</b>	<b>29*</b>
Artistic	22	15	30
Clerical	24	21	24
Managerial	32	29	36
Medicine	34	35	34
Natural science	38	37	44
Religion	37*	28*	68*
Sales	18	19	17
Social science	36	30	39
Teaching	36	30	39
<b>Blue collar workers</b>	<b>16</b>	<b>17</b>	<b>14</b>
Construction	16	16	**
Fabricating	20	23	10
Farming	12	11	13
Fishing	**	**	**
Forestry	16*	15*	**
Machining	15	15	**
Materials handling	10	11	**
Mining	28	28	**
Processing	13	14	9*
Service	15	16	14
Transportation	16	15	12*
Other crafts	18	18	**

\* Data are subject to large sampling error and should be used with caution.

\*\* Data are based on too small a sample to be statistically reliable.

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## C. ADULT EDUCATION AND TRAINING RECEIVED IN 1990

To minimize response burden and simplify data collection, the AETS collected detailed information for only the last course taken in 1990. Data were collected on the type of course, its duration, financial assistance received (if any), course provider, etc. It was assumed that this last course taken was representative of all courses taken during the year.

**Type of program.** To make analyzing the AETS data less complicated, adult education has been classified into two categories: full-time programs (including apprenticeship training), and short-term or part-time courses. Regular full-time college and university students are excluded from this study, hence the only full-time programs considered here are apprenticeship programs and other full-time programs sponsored by employers.

Because the majority of respondents were in the labour force at the time of survey, the most popular option was a short-term or part-time course, taken by 95% of trainees. This reflects a strong demand for such courses. About 3% of trainees were in full-time employer-sponsored programs, with the remaining 2% in apprenticeship programs.

These results indicate that 16% of Canada's population (or 3.2 million persons) registered in short-term or part-time courses in 1990 and 1% (or 223,000 persons) were registered in full-time programs.

**Table 1.5 Participation rates in adult education and training by type of program, age group and gender, Canada, 1990**

	Type of Program			Total Number of Trainees
	All programs <sup>1</sup>	Full-time <sup>2</sup>	Part-time or Short-term	
	(% of population 17 and over)			(in thousands)
<b>Total</b>	17.0	1.1	16.1	3,367
17-24	15.9	2.3	13.9	480
25-34	24.1	1.8	22.8	1,123
35-44	23.9	1.0	23.1	996
45-54	17.9	0.7	17.2	504
55-64	7.8	**	7.6	181
65+	2.9	**	2.9	83
<b>Male</b>	16.9	1.7	15.5	1,630
17-24	15.8	3.9	12.6	242
25-34	23.8	2.7	21.8	547
35-44	22.7	1.4	21.6	466
45-54	18.4	1.1	17.5	260
55-64	7.7	**	7.5	88
65+	2.2	**	2.2	27
<b>Female</b>	17.1	0.6	16.6	1,737
17-24	16.0	0.7*	15.3	238
25-34	24.5	0.9	23.7	576
35-44	25.1	0.7*	24.6	530
45-54	17.3	**	17.0	245
55-64	7.8	**	7.7	93
65+	3.4	**	3.4	56

\* Data are subject to large sampling error and should be used with caution.

\*\* Data are based on too small a sample to be statistically reliable.

<sup>1</sup> Because some people enrolled in more than one type of program, this total rate is smaller than the sum of the rates.

<sup>2</sup> Full-time programs include both apprenticeship programs and employer-sponsored full-time programs.

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**Part-time or Short-term courses.** Short-term or part-time courses were the choice of 95% of adult learners. About 16% of the adult population, or 3.2 million adult Canadians were registered in some 5.7 million courses in 1990. The 25 to 44 age group was most likely to participate with a rate of 23%. The 17% rate for the 45 to 54 age group was marginally above the overall average. Because many 17 to 24 year-olds were enroled in full-time college or university programs, their participation rate in part-time courses was relatively low at 14%. The 55 to 64 and 65 and over age groups had the lowest rates at 8% and 3%, respectively. At all ages, women were more likely than men to enrol in short-term or part-time courses.

Rates varied among the provinces, with seven out of ten having a below-average rate. Newfoundland's rate was the lowest at 8% and Alberta's was the highest at 20%.

On average, trainees spent 55 hours on their part-time or short-term courses. Women tended to enrol in longer courses (58 hours) than men (52 hours). Major differences also existed by field of study. Within the fine and applied arts, engineering and applied sciences, and recreational course areas, men took longer courses than women. However, in the education, social sciences, commerce, and mathematics and physical sciences course areas, women took longer courses than men.

Participation in part-time courses rose with level of education, climbing from 3% of those with Grade 8 or less to 32% of those with a university degree. This was the case for both men and women.

More than 70% of part-time or short-term trainees were from the services-producing sector, particularly community services. In the goods-producing sector group, a large majority of part-time trainees or students came from the manufacturing industry.

Courses in commerce, management and business administration were the most popular in every province, attracting 23% of all part-time students in 1990. Engineering and applied science technologies and trades followed with 21%, ranking second in every province. About half of the courses were in data processing and computer science technologies, representing 52% of the total.

Courses in health professions, sciences and technologies attracted 11% of the trainees most of whom specialized in public health and medical laboratory and diagnostic technology. This field ranked third in all provinces except Quebec and Prince Edward Island.

As well as choosing different part-time courses, men tended to concentrate on fewer fields of study than women. Almost 60% of men were grouped in three fields: about 28% selected engineering and applied science technologies, 21% were in commerce, management and business administration, and 11% chose health. The top three fields for women accounted for 49% of the total. These programs were commerce (24%), engineering and applied science technologies (14%), and humanities (11%).

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**Table 1.6 Participants in part-time courses by type of course and by gender, Canada, 1990**

	Total	Male	Female
(percentage distribution)			
<b>Total*</b>	<b>100</b>	<b>100</b>	<b>100</b>
Commerce/Business administration	23	21	25
Engineering/Technologies and trades	21	29	14
Health	11	11	10
Humanities	10	8	11
Social sciences	7	7	7
Personal development	7	5	8
Fine and applied arts	6	3	8
Education	4	3	5
Agriculture	3	3	4
Mathematics/Physics	3	3	2
Upgrading	2	2	3
Engineering and applied sciences	1	2	-
Other	3	3	2
<b>Total Number of participants (in thousands)</b>	<b>3,189</b>	<b>1,498</b>	<b>1,691</b>

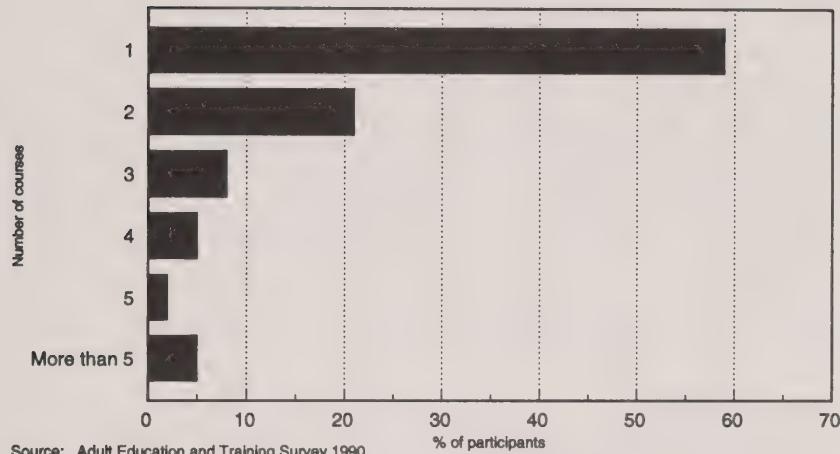
- means less than one percent.

\* Totals may not add due to rounding.

Gender differences in course selection have diminished over the years, but a few fields of study are still dominated by one gender or the other. For example, in 1990 women were 87% of adult learners in secretarial science, 91% in nursing and 89% in elementary education. Men represented the large majority of students in engineering and applied sciences (73%).

The majority (59%) of participants in these courses registered for only one course. Another 21% took two courses , 16% took between three and five and 4% took six or more courses. This resulted in an average of 1.7 courses per participants. Trainees in the Atlantic Provinces and Quebec had lower averages, while those in other provinces (except Saskatchewan) were above the national average.

**Chart 1.3**  
**Number of short-term or part-time courses**  
**taken by participants, Canada, 1990**



Trainees enroled in short-term training averaged 1.9 courses; those enroled in part-time training averaged 1.6 courses. The median duration of courses was 30 hours, but this varied among fields of study, ranging from 16 hours for courses in health professions to 72 hours for upgrading courses such as high school credit courses, post-secondary or pre-vocational upgrading courses, etc. Men and women had similar averages for both number and duration of part-time courses.

**Full-time programs.** The AETS results indicate that, 223,000 persons<sup>7</sup> were enroled full-time in either apprenticeship (92,500) or employer-sponsored programs (136,500) in 1990. This represents a 5% share of all adult learners in 1990.

These trainees constituted a very special adult education clientele. Almost three out of four were in the 17 to 34 age group, and three out of four were men.

<sup>7</sup> Due to multiple registrations, the number of enrolments was somewhat higher than the number of trainees.

About half of these full-time students chose engineering and applied science technologies and trades as their field of study--apprenticeship programs are included in this field. Programs in commerce, management and business administration ranked second with 15% of full-time trainees.

Men and women tended to choose different full-time programs. Some 61% of men enroled in engineering and applied science technologies and trades, compared with 11% in commerce, management and business administration. By contrast, 14% of women full-time trainees chose engineering and applied science technologies and trades, while 28% chose management and business administration. The health professions, sciences and technologies attracted a further 13% of women.

**Table 1.7 Participants in full-time programs by major field of study and by gender, Canada, 1990**

	Total	Male	Female
(percentage distribution)			
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
Commerce/Business administration	15	11	28
Social sciences	5	4	8
Humanities	3	3	5
Engineering/Technologies and trades	49	61	14
Education	4	2	9
Health	5	3	13
Engineering and applied sciences	4	5	1
Mathematics/Physics	1	1	1
Fine and applied arts	1	1	1
Agriculture	4	3	5
Upgrading	1	1	1
Personal development	1	1	4
Other	6	4	11
<b>Total number of participants (in thousands)</b>	<b>223</b>	<b>167</b>	<b>56</b>

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**Apprenticeship programs.** According to the AETS, more than 92,500 people took an apprenticeship program in 1990.<sup>8</sup> This represented 0.5% of Canada's adult population. The great majority of apprenticeship participants were men (90%). As with other types of programs, participation rates in apprenticeship programs declined with increasing age, particularly after age 35. In fact, nearly 90% of apprentices were aged between 17 and 34.

Large differences were observed among the provinces. Apprenticeship participation rates were highest in Nova Scotia and New Brunswick at 3.0%, and lowest in Quebec at 1.0%.

Apprenticeship programs are more common in blue-collar occupations, and 80% of apprenticeship trainees were in engineering and applied science technologies and trades. Within this field, mechanical engineering technologies, building technologies and industrial engineering technologies were most popular.<sup>9</sup>

**Other employer-sponsored full-time programs.** Almost two-thirds (63%) of these programs were full-time academic programs offered by educational institutions or other education suppliers, while the remainder were provided by employers. Most of the employers (72%) had more than one hundred employees and they often sponsored programs in engineering and applied science technologies and trades (28%), and in commerce and business administration (23%).

Only one percent of the workers (136,500), of which two thirds were men, took an employer-sponsored full-time program. Most who did (83%) were in their prime working years (i.e. they were aged 44 or younger).

Full-time equivalents based on AETS data on the average duration (55 hours) of the last course taken, Canada's adult part-time students received over 300 million hours of instruction in 1990. Full-time college students average about 1200 hours of instruction a year: hence adult learners were equivalent to 250,000 full-time college students. By way of comparison, in 1989-1990, 317,300 full-time students were enrolled in Canada's community colleges.

**Program providers.** Because students often do not know who is providing or delivering instruction, AETS respondents were asked where their program was taken. As a result, there is no guarantee that the location can be linked to the actual provider of the course. For example, some private training firms use their own premises for courses paid for by clients, while others might use the employer's premises. For this reason, these results should be interpreted with caution.

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<sup>8</sup> This number is based on respondents' description of their program, and hence is not comparable to figures for registered apprentices from administrative files.

<sup>9</sup> Many respondents reported fields or programs of study that are not recognized as registered apprenticeship programs.

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In 1990, educational institutions<sup>10</sup> were the main providers or suppliers of adult education and training, accommodating 55% of all adult learners. Among these institutions, community colleges led with 21% of all trainees. Universities ranked second with 14%, followed by private or commercial schools with 10% and vocational schools and school boards both with 5%. Employers trained 23% of adult learners (excluding apprentices). Unions, professional and voluntary associations as well as miscellaneous others, provided the remaining 22% of training.

The ranking of these providers in terms of their market share varied according to the age and gender of trainees. For example, education institutions were the largest course suppliers to persons aged 17 to 44 while employers provided training mostly to those 25 and over. "Other" providers catered mainly to persons over 45. Overall, women (53%) relied more than men (47%) on educational institutions for part-time education, and much less on their employer (18% compared with 28% for men).

While more than half (56%) of trainees took their short-term or part-time course from an educational institution, only 27% of employer-sponsored full-time programs were offered in those institutions. Most employer-sponsored training (59%), occurred on the employers' premises.

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<sup>10</sup> Educational institutions are public and private schools, colleges and universities.

**Table 1.8 Providers of instruction by type of program, Canada, 1990**

	Total	Full-Time Programs <sup>2</sup>	Part-time Courses
(percentage distribution)			
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Educational Institutions</b>			
School boards	55	27	57
Vocational schools	5	-	5
Private/Commercial schools	5	3	5
Colleges	10	6	10
Universities	21	10	21
	14	8	14
<b>Employers</b>	<b>23</b>	<b>59</b>	<b>22</b>
<b>Other<sup>1</sup></b>	<b>22</b>	<b>14</b>	<b>22</b>

<sup>1</sup>This category includes community centres, boards of trade, churches, unions, professional associations, etc.

<sup>2</sup>Full-time programs include full-time employer-sponsored programs only, they exclude apprenticeship programs and all non-employer sponsored full-time programs.

**Program sponsors.** AETS respondents were asked to indicate who paid for their tuition (if any), and who provided other types of financial assistance such as paid time-off, grants or bursaries, payments for course materials, transportation allowances, etc. To aid analysis and to emphasize employers' involvement in education and training, program sponsors have been divided into two major groups: employers and non-employers.

Of respondents who were registered in an adult education activity for which tuition fees were charged, 48% were financed by their employer, 45% by themselves or their family, 4% by governments and 3% by various other sources.

Both types of full-time programs (apprenticeship programs and other employer-sponsored full-time programs) were almost totally sponsored by the employer. More than 80% of trainees in these programs had their tuition paid for by their employer. In most instances (90%), these employers also picked up the tab for other related course costs. Sponsorship differences by gender were minimal.

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For short-term or part-time courses, 53% of male and 36% of female trainees were sponsored by their employer. Female trainees or their family paid the tuition fees more often (57%) than did male trainees or their families (39%). Governments and other organizations supported men and women more or less equally.

Adults at either extreme of the age scale, being generally less active in the labour market, were most likely to pay their own tuition (66%). The figure for those aged 25 to 64 was 45%, with employers supporting 48% of this age group.

Close to one in four part-time trainees also received other types of financial assistance such as paid time-off, grants or bursaries, payments for course materials, transportation allowances, etc. Men benefited most from this type of support, almost all of which was offered by employers.

**Table 1.9** Adult trainees by source of funds, type of program, gender and type of financial assistance,  
Canada, 1990

	Type of Program					
	Total		Full-time		Part-time	
	Total	Male	Female	Total	Male	Female
(Percentage distribution)						
<b>Tuition Fees Paid</b>						
Sources of funds						
<b>Total</b>	<b>100</b>		<b>100</b>		<b>100</b>	
Self/family	45	11	10	14*	46	36
Employer <sup>1</sup>	48	82	82	42	50	34
Government	4	6	6*	4	4	4
Other <sup>2</sup>		**	**	8	10	8
<b>Other Expenses Paid</b>						
<b>Total</b>	<b>100</b>		<b>100</b>		<b>100</b>	
Self/family	1	**	**	1	1	1
Employer <sup>3</sup>	89	91	90	89	91	87
Government	7	8	8	**	7	5
Other <sup>2</sup>	3	**	**	3	3	3

\* Data are subject to large sampling error and should be used with caution.

\*\* Data are based on too small a sample to be statistically reliable.  
 1 Refers to trainees who had their training sponsored or provided by an employer, but excludes apprentices.

2 Includes unions, professional and voluntary organizations and unspecified sources.

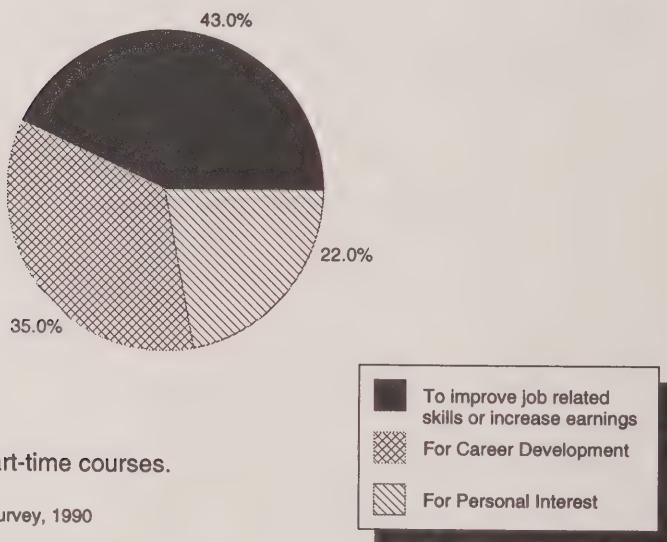
3 In addition to employer-sponsored trainees, apprentices are included in this category.

## D. TRAINEES' MOTIVATION AND BARRIERS TO TRAINING

**Reasons for training.** Most men (84%) and a smaller majority of women (73%) who took an adult education or training program in 1990, did so for job-related reasons, rather than for personal development. The likelihood of taking a course for job-related reasons generally declined with age and, to a lesser degree, with lower levels of education.

By definition, employer-sponsored full-time programs were taken for job-related reasons. Reasons for training cited by those registered in short-term or part-time courses were more diverse. Overall, 78% (84% of men and 74% of women) took part-time courses for job-related reasons, while 22% took them for personal interest. About 45% of those reporting job-related reasons were hoping to improve their job opportunities or develop their career development; 55% were attempting to improve job-related skills.

**Chart 1.4**  
**Reasons for taking training\*, Canada, 1990**



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The reasons cited for full-time training were not strongly influenced by level of education. For example, the proportion of respondents who took full-time education or training for a job-related reason ranged from 88% for those with grade 8 or less to 96% for those with some secondary education.

Variations were much larger among part-time trainees, who can be divided into those with grade 8 or less, and those with more education. Job-related reasons were cited by only 58% of the less-educated, but by 79% of the more-educated.

**Barriers to training.** Barriers to adult education or training prevent a person from participating in a learning activity or restrict his or her participation. Most AETS respondents who did not participate in adult education cited more than one reason. Awareness of these barriers is essential for developing more accessible adult education, and in formulating labour market development strategies. For this reason, the AETS asked both participants and non-participants in adult education to cite barriers.

The AETS results indicate that in 1990, close to 13% of Canada's adult population (or 2.5 million people) wanted to take adult education for job-related or other reasons but did not. Not surprisingly, non-participants in adult education in 1990 accounted for more than half (59%) of this group. In general, women (56%) more than men (44%) and mainly those aged 25 to 44 expressed this desire.

Almost three-quarters (73%) of potential adult learners were in the service sector--community services, trade, business and personal services, and public administration. Within the goods-producing sector, most potential learners were in manufacturing industries.

The most-often cited barrier was lack of time, cited by 38% of adult education participants and 28% of non-participants. Cost was next in importance as a barrier, cited by 20% of respondents. Other important barriers were lack of a suitable program, cited by 10%, family responsibilities (9%), and unspecified other reasons (15%).

To aid analysis and to better identify major barriers to education and training, we have divided the barriers into three categories<sup>11</sup>: situational, dispositional and institutional barriers. Situational barriers are those related to the financial and personal situation of respondents (i.e. cost of training and family responsibilities). Dispositional obstacles, which stem from an individual's perceptions include lack of motivation, age, fear of ridicule, health concerns, etc. Finally, institutional barriers stem from the supplier of the program or course and are thus beyond the control of potential learners. These barriers include a lack of suitable program and lack of information about the program.

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<sup>11</sup> This classification is borrowed from Darkenwald G., and Merriam, S. Adult education: Foundations of Practice, New York: Harper & Row, 1982.

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Dispositional barriers were by far the most important deterrent to training, preventing more than half (52%) of all adults from enrolling in a learning activity in 1990. Middle aged adults (25-44 year old) were more affected than younger and older adults.

Situational barriers ranked second, cited by 32% of AETS respondents. Money constraints were by far the most important situational obstacle. Family responsibilities were more important among the non-participants than among the participants.

Institutional barriers were cited by only 16% of respondents. In general, men were more likely than women to cite these barriers, as were persons over 45 years of age. The most important institutional barrier was the lack of a suitable program. (See Appendix C, Table C-14.)

Participants and non-participants ranked the three categories of barriers in the same order. However, non-participants gave relatively more importance to situational and institutional barriers than participants.

**Table 1.10 Barriers to education and training reported by participants and non-participants, Canada, 1990**

	Participants			Non-participants		
	Total	Male	Female	Total	Male	Female
(percentage distribution)						
<b>Dispositional Barriers</b>	<b>56</b>	<b>62</b>	<b>52</b>	<b>51</b>	<b>55</b>	<b>48</b>
Too busy	38	44	34	28	31	25
Too old	-	-	-	3	2	3
Too embarrassed	-	-	-	-	-	-
Don't need it	-	-	-	-	-	-
Health reasons	1	-	2	5	4	6
Other reasons	15	16	14	14	16	13
<b>Situational Barriers</b>	<b>29</b>	<b>22</b>	<b>34</b>	<b>32</b>	<b>26</b>	<b>37</b>
Too expensive	20	18	22	20	20	20
Family responsibilities	9	5	12	13	6	17
<b>Institutional Barriers</b>	<b>15</b>	<b>16</b>	<b>14</b>	<b>17</b>	<b>19</b>	<b>15</b>
Not aware of program	1*	**	**	3	3	3
Program not available	10	11	9	11	12	10
Program not suitable	3	3	3	3	4	3

\* Data are subject to large sampling error and should be used with caution.

\*\* Data are based on too small a sample to be statistically reliable.

- Means less than one percent.

Note: Totals may not add due to rounding.



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## **CHAPTER II**

### **EMPLOYER-SPONSORED EDUCATION AND TRAINING**

The role of employers is a major element in training. The introduction of new technologies or processes, the opening of new markets or the desire to maintain market share are all factors forcing employers to offer or sponsor courses that help employees perform better.

According to results from the AETS, more than 1.6 million Canadians -- 48% of all those enroled in formal adult education or training-- were sponsored by their employer in 1990.<sup>12</sup> This was one in every seven employees for a training rate of 13%.<sup>13</sup>

This chapter examines the training effort of Canadian firms and the characteristics of their trainees. Some employers offered in-house training activities; other sponsored courses offered by public schools, colleges, universities, private schools and various other organizations. The courses and programs considered here were part-time or full-time and include those taken through the regular school system.

The most popular form of employer-sponsored training in 1990 was short-term or part-time. More than 86% of all trainees took short-term or part-time courses, compared with only 8% for full-time programs and 6% for apprenticeship programs.

#### **A. VARIATION AMONG INDUSTRIES<sup>14</sup>**

Rates of employer-sponsored training varied substantially among industries. Training rates were highest in utilities (32%) and public administration (27%), and lowest in agriculture (3%), construction (6%), miscellaneous services industries (7%), business and personal services (8%) and trade (also 8%). Industries with low rates generally have lower skill requirements and contain smaller firms. Mainly because of the high rate for public administration, the overall service sector training rate (13%) was higher than that for the goods-producing sector (11%).

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<sup>12</sup> Unstructured or non-formal training activities such as being shown how to do the job, getting information from co-workers or watching others' work,—generally referred to as "on-the-job training"—, were not considered in this survey.

<sup>13</sup> The training rate is the ratio of employer-sponsored trainees (including the self-employed) who had their training or education totally or partially paid for by their employer, to the total employed population aged 17 and over.

<sup>14</sup> The training activities described in this section were reported by the employees themselves, and thus may differ from those reported by employers in other surveys. Such discrepancies between surveys are generally due to different statistical procedures, concepts and definitions, or time frames.

Three out of four trainees worked in the service sector, which employs three-quarters of Canada's total workforce. After public administration, the service industries with high training rates were finance (20%), communications (18%), and transportation and community services (both 14%). Miscellaneous services (7%), trade (8%), and business and personal services (8%) were below the service sector average.

Large difference also occurred in the goods-producing sector. Rates in agriculture (6%) and construction industries (3%) were well under the sector's average, while manufacturing (13%), other primary industries (17%) utilities (32%) were higher. (See Appendix C, Table C-8.)

**Table 2.1 Training rates by industry and gender, Canada, 1990**

	Total	Male	Female
(percentage of employed population)			
<b>Total</b>	<b>13</b>	<b>13</b>	<b>12</b>
<b>Goods-Producing Industries</b>	<b>11</b>	<b>12</b>	<b>9</b>
Agriculture	3*	**	**
Other primary	17	**	
Manufacturing	13	9	
Construction	6	6	**
Utilities	32	33	32*
<b>Services-Producing Industries</b>	<b>13</b>	<b>14</b>	<b>12</b>
Transportation	14	16*	
Communications	18	19	17
Trade	8	11	5
Finance	20	20	19
Community services	14	14	14
Business and personal services	8	10	6
Miscellaneous services	7	6*	8*
Public administration	27	26	29

\* Data are subject to large sampling error and should be used with caution.

\*\* Data are based on too small a sample to be statistically reliable.

By province, Alberta had the highest training rate at 16% while Prince Edward Island had the lowest at 6%. In Alberta, training rates were in fact higher than the national average in all industries except finance and business and personal services. (See Appendix C, Table C-9.)

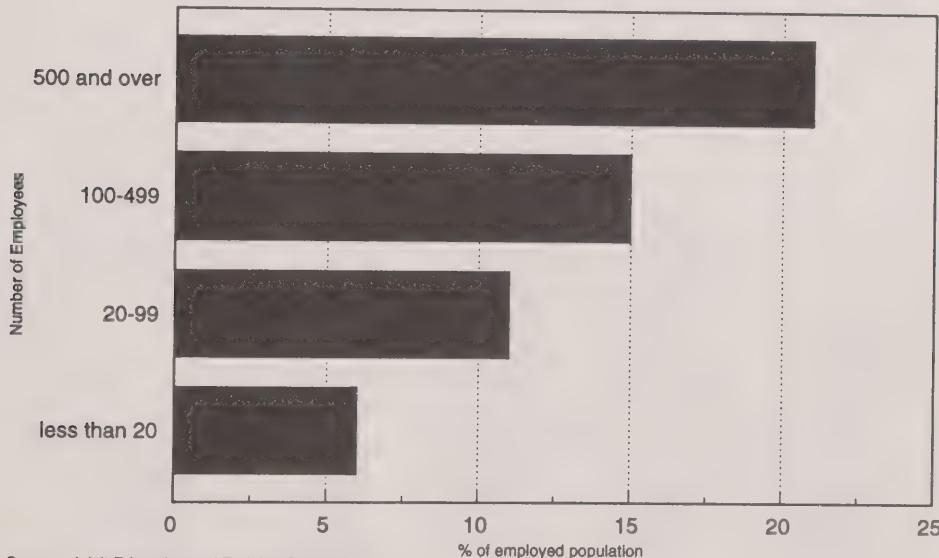
The incidence of training offered by employers increased with the size of the firm<sup>15</sup>. Almost half of those who received training from their employer in 1990 were employed by a very large firm (500 or more employees). Training rates for both men and women increased steadily with firm size, rising from 6% in small firms (less than 20 employees) to 21% in very large ones. For all firms, except very large ones, the incidence of training was higher in the service sector than in the goods-producing sector. The highest incidence rates occurred in very large utility companies (41%) and in public administration (32%). This relationship between training rate and firm size held for both full-time and short-term or part-time programs. For apprenticeship programs, however, training rates tended to decrease with size of firm.

Except in small firms, female training rates were lower than male rates. In the service sector, women's rates were lower than men's rates for all sizes of firms while in the goods-producing sector, women had lower rates, except in small firms.

(See Appendix C, Table C-11.)

**Chart 2.1**

**Training Rates by Employer Size, Canada, 1990**



Source: Adult Education and Training Survey, 1990

<sup>15</sup> Based on number of employees at all locations in Canada.

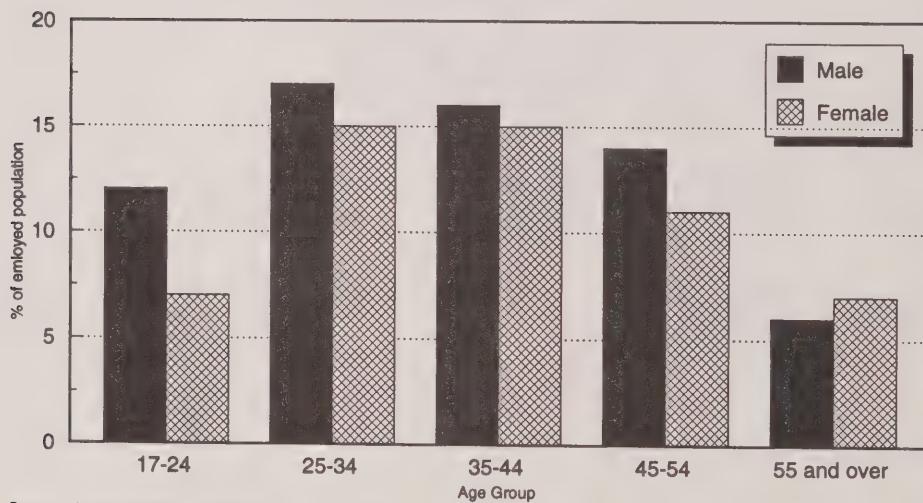
## B. WHO GOT TRAINED

Within a given industry, many factors influenced the likelihood of being trained. The most important factors were age, gender, level of education, and occupation. In most industries, job tenure also played a part.

**Age and gender.** More men (59%) than women (41%) had their training or education sponsored by their employer in 1990 and men outnumbered women in all types of training. Men represented 64% of full-time trainees, 57% of short-term or part-time trainees and 90% of apprentices. These results are not surprising since male participation in the labour force largely exceed that for women. As a consequence, the male training rate (13%) was only slightly higher than the female rate (12%). However, major differences occurred by age, industry and occupation.

The majority of employer-sponsored trainees (68%) were aged 25 to 44. Within this group, those aged 25 to 34 were most active, with a training rate of 16%. With increasing age, training rates gradually declined dropping to 6% for those aged 55 and over. For all age groups, except the 55 and over group, male rates surpassed female rates.

**Chart 2.2**  
**Training rates by age group and gender,**  
**Canada, 1990**



Source: Adult Education and Training Survey, 1990

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The effect of age varied substantially by type of program. Training rates in apprenticeship and full-time programs were highest among 17 to 24 year-olds and declining rapidly thereafter. Training rates in part-time courses climbed to a peak in the 35 to 44 age group, slowly declining afterwards.

In the goods-producing sector, fewer women (9%) than men (12%) had their education or training sponsored by their employer. The female participation rate was particularly weak in the manufacturing industry (9%); in this industry the male rate was 14%.

In the service sector, the male rate (14%) was also higher than the female rate (12%). The female rate was low in trade (5% vs 11%), and in business and personal services (6% vs 10%), but it was higher than the male rate (29% vs 26%) in public administration. (See Appendix C, Table C-8.)

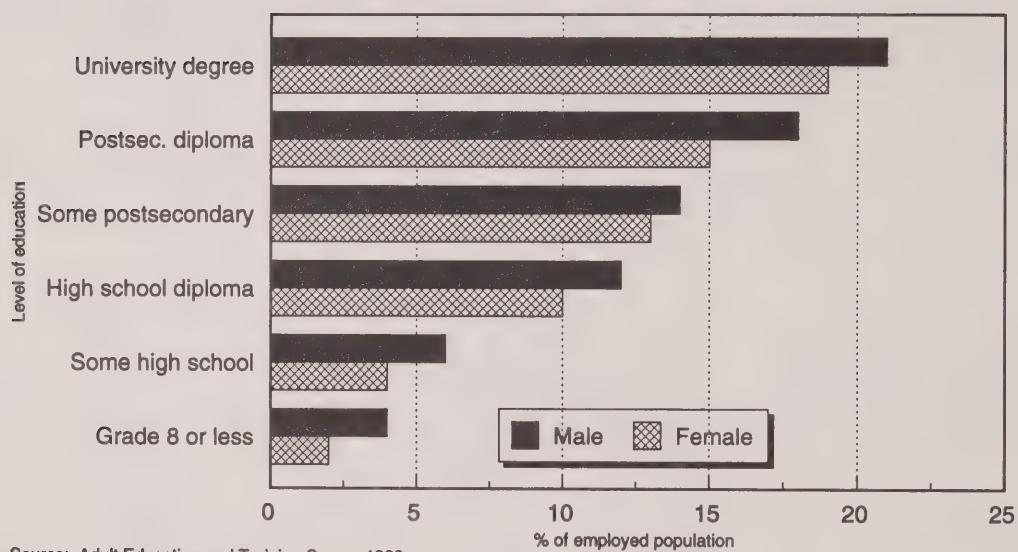
**Level of education.** Employees with higher education were more likely to receive training or education from their employer. Employees with grade 8 or less had a training rate of only 3%, while those with a university degree had a rate of 20%. In fact, 9 out of 10 employer-sponsored trainees had at least a high school diploma. At all levels of education, and especially at lower levels, female rates were lower than male rates.

**Occupation.** Within each industry, training rates varied by occupation. White-collar workers, with a training rate of 15%, received more training than blue-collar workers, with a rate of 9%. All white-collar occupations, except clerical and artistic, had training rates well above the average (13%). For instance, more than one in four (26%) employees in natural science positions, and about one in five (22%) in managerial positions, received training in 1990.

Blue-collar workers received much less training. Except for three occupations (mining at 19%, fabricating at 15%, and other crafts at 13%) blue-collar workers received less training than the average Canadian worker. Rates were particularly low in fishing, farming, forestry and service occupations. However, non-formal or on-the-job training is probably more common than formal or structured training in these occupations.

Overall male and female white-collar workers' rates were comparable (15% vs 14%). Female rates were higher than male rates for all white-collar occupations except teaching and sales. However, at 4%, female blue-collar workers' rate lagged far behind the male rate of 9%. Female blue-collar workers' rates were lower than male rates in every blue-collar occupation.

**Chart 2.3**  
**Training rates by level of education and**  
**by gender, Canada, 1990**



Source: Adult Education and Training Survey, 1990

**Table 2.2** Training rates by occupation and gender, Canada, 1990

	Total	Male	Female
(percentage of employed population)			
<b>Total</b>	<b>13</b>	<b>13</b>	<b>12</b>
<b>White-collar workers</b>			
Artistic	15	17	14
Clerical	7*	7*	7*
Managerial	12	12	12
Medicine	22	21	22
Natural science	16	14	16
Religion	26	25	30
Sales	25*	22*	36*
Social science	9	11	6
Teaching	20	17	23
	14	15	13
<b>Blue-Collar workers</b>			
Construction	9	10	4
Fabricating	10	10	**
Farming	15	17	4*
Fishing	3*	3*	**
Forestry	-	-	-
Machining	**	**	-
Materials handling	10	10	**
Mining	6*	7*	**
Processing	19*	19*	-
Service	8	10	**
Transportation	6	9	4
Other crafts	10	**	**
	13	14	**

\* Data are subject to large sampling error and should be used with caution.

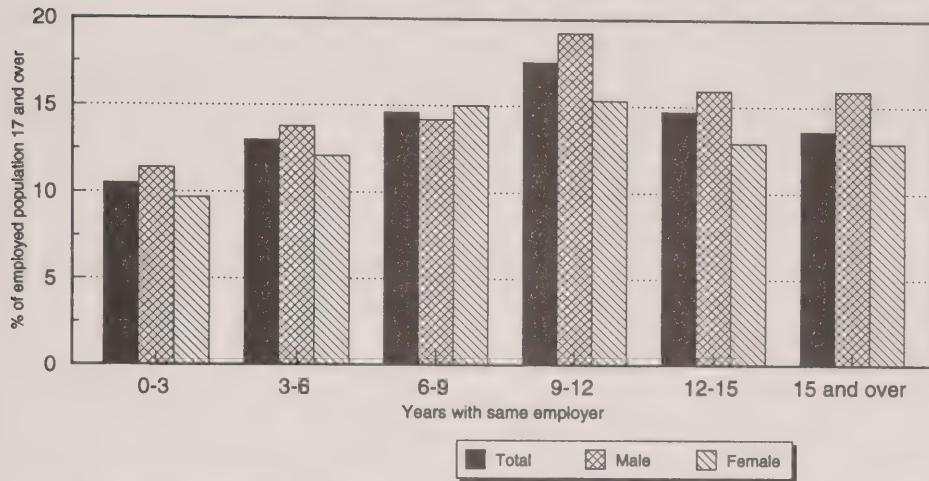
\*\* Data are based on too small a sample to be statistically reliable.

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**Job tenure.** Except for apprenticeship programs, training rates increased with the length of service with the same employer. New employees (i.e., those with an employer for a year or less) had a lower training rate (8%) than the average worker (13%). The rate increased at an uneven pace to a peak of 18% for trainees with 12 years seniority, and then tended to decrease. This suggests that employers tend to invest in employees who give the greatest to their organization--these are experienced employees who still have many years left in their working lives.

Overall, the male training rate was higher than the female rate, except for employees who had been with the same employer from 6 to 9 years.

**Chart 2.4**  
**Training rates by length of service and**  
**by gender, Canada, 1990**



Source: Adult Education and Training Survey, 1990

Employers tended to offer full-time training (mainly career oriented programs) to less experienced employees, and short-term or part-time training (generally for upgrading skills) to more experienced employees. For example, seniority with the employer was not a factor for those enroled in apprenticeship programs. More than 87% of apprentices had been working for their employer for five years or less when they started their apprenticeship. Similarly, 70% of employees enroled in other full-time programs had been with their employer for five years or less, compared with 51% of those enroled in short-term or part-time courses.

The effect of job tenure on training rates varied among industries and occupations. In general, tenure was less significant factor in construction, trade, community services, business and personnel services, and miscellaneous service industries. As a consequence, trainees employed in the social science, sales and service occupations (which predominate in these industries), tended to have less job seniority than did other trainees. (See Appendix C, Table C-10)

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### C. TYPE OF TRAINING AND ASSISTANCE OFFERED

**Skills acquired.** Most education or training offered by employers (86%) consisted of short-term or part-time courses.

Companies offered a wide range of these courses. The most popular fields of study were commerce, with 29% of the trainees; engineering and applied sciences and technologies (particularly data processing and computer science technologies) with 26%; and health with 14%. The proportion of men and women in health-related courses was almost identical, but a larger share of women than men (34% vs 26%) took training in commerce, while more men (31% vs 20%) enroled in engineering and applied sciences and technologies.

Two-thirds of the employer-sponsored trainees who were enroled in full-time programs and in short-term or part-time courses were from the services-producing sector. The majority of these trainees in both categories came from the same group of industries: trade, community services, public administration and manufacturing. In the goods-producing sector, the majority of trainees were from the manufacturing industries.

Apprenticeship programs were mainly offered by firms in the goods-producing sector. Close to 72% of all apprentices were employed in manufacturing, construction, trade, or business and personal services.

Employer-sponsored full-time programs, most of which were supported by large firms, were mainly offered to men, who accounted for two-thirds of all full-time trainees. Men were concentrated in engineering and applied science technologies and trades (37%) and commerce (21%). The remaining one-third of employer-sponsored training devoted to women, concentrated in commerce (38%), engineering and applied science technologies and trades (17%) and health (13%).

**Table 2.3** Employer-sponsored trainees by type of program or course, major field of study and gender, Canada, 1990

All fields of study	All programs			(Percentage distribution)		
	Total	Male	Female	Full-time programs <sup>1</sup>	Part-time courses	100
Commerce/Business administration	29	25	34	24	29	29
Engineering/Technologies and trades	26	32	19	29	26	26
Health	14	13	15	8*	14	8*
Social sciences	7	7	6	8*	7	7
Upgrading/Personal development <sup>2</sup>	6	5	7	**	6	6
Humanities	5	4	5	6*	5	5
Education	4	3	5	5*	3	5*
Agriculture	2	2	2*	**	2	**
Mathematics/Physics	2	2*	2*	7*	2	2
Engineering and applied sciences	1	2*	1*	1*	1*	1*
Fine and applied arts	1	1*	2*	**	1*	1*
Other	4	4	3	**	3	3
<b>Total number</b>	<b>1,566,600</b>	<b>899,900</b>	<b>666,700</b>	<b>136,600</b>	<b>1,430,000</b>	

\* Data are subject to large sampling error and should be used with caution.

\*\* Data are based on too small a sample to be statistically reliable.

Totals may not add due to rounding.

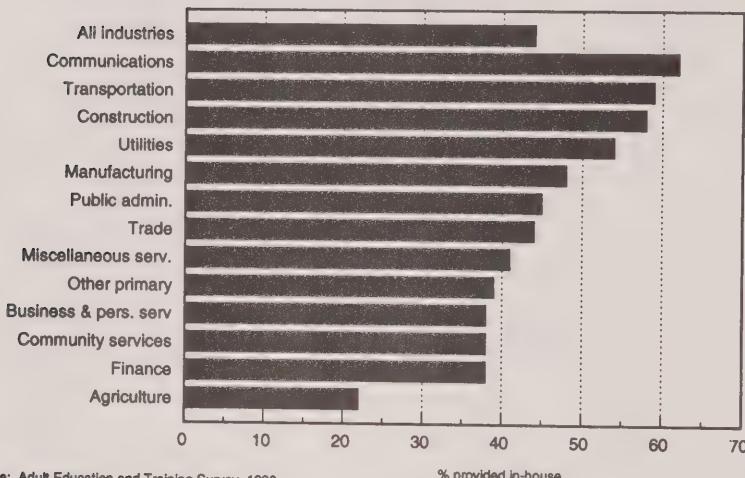
<sup>1</sup> Excluding apprenticeship programs.

<sup>2</sup> This group includes courses such as basic education as well as various high school and vocational upgrading courses, personal development and recreational activity courses.

**In-house versus external training.** Some 44% of employer-sponsored trainees took their program or course in-house, 34% went to an academic institution and the remaining 22% were instructed by "other" course providers. The ability of employers to train their workforce in-house increased with the size of the firm. Only 32% of trainees in small firms were trained in-house, compared to 42% in medium and large firms and 51% in very large firms.

Substantial differences also existed by type of program or course taken, as well as by industry. Only 11% of full-time academic-type programs<sup>16</sup> were offered in-house but 60% of full-time employer-organized courses and 47% of part-time courses were.

**Chart 2.5**  
**Proportion of in-house courses by industry,**  
**Canada, 1990**



Source: Adult Education and Training Survey, 1990

% provided in-house

in the service sector. Communications, transportation and construction<sup>17</sup> were the three most self-sufficient industries, with an average of 59% of their trainees taking in-house courses. Agriculture, other primary industries, finance and the various other service industries relied most on "other" providers. Given the nature of work in most of these industries, however, on-the-job training is probably more important than structured training or education.

<sup>16</sup> Programs taken on a full-time basis within a community college, technical institute, trade or vocational school, commercial school or university.

<sup>17</sup> In-house training in the construction industry consisted mainly of apprenticeship programs. If these programs had been excluded, the construction industry would have been one of the least self-sufficient industries with only 31% of its courses being offered in-house.

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**Hours of instruction.** The AETS collected information on course duration only for the last course taken. The average duration for short-term or part-time courses was 37 hours. The averages for courses taken by men (38 hours) and women (36 hours) were similar. Courses sponsored by the goods-producing sector lasted about 39 hours compared with 36 hours for those offered by the service sector.

Courses offered by utilities were the longest on average (42 hours), while those sponsored by the construction industry were the shortest (32 hours). In the service sector, workers in the finance industry and public administration took the longest courses (45 and 43 hours, respectively), while those in transportation took the shortest (30 hours).

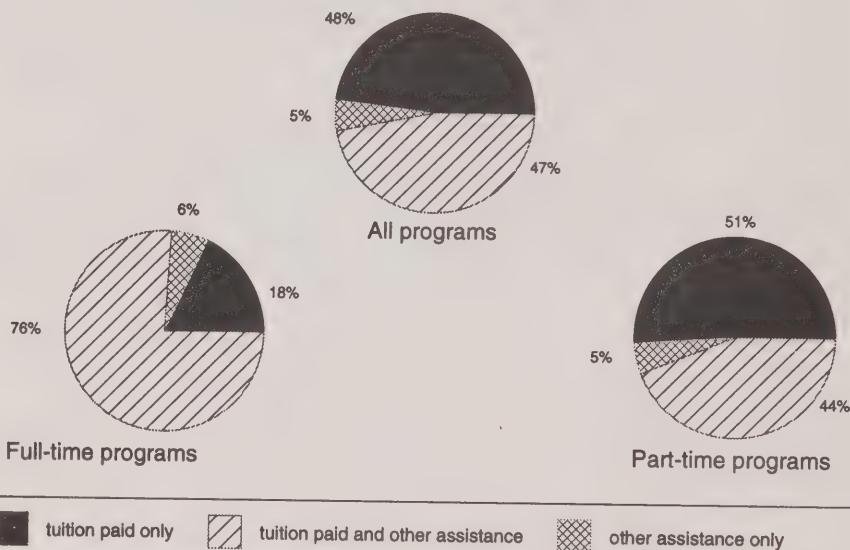
If the last course taken is representative of all short-term or part-time courses employers sponsored around 95 million hours of this type of instruction in 1990. This translates into an annual average of 66 hours per trainee. If one were to divide the total training hours by the employed population aged 17 and over, the average employee would receive 7.7 hours of formal instruction per year.

**Financial assistance.** Assistance offered by employers took two forms. Some employers paid for tuition only; others paid for tuition and other expenses such as transportation, living expenses and course materials, or they provided paid time off. For in-house courses, we have assumed that in addition to paying for tuition, the employers provided other assistance such as paid time off while attending the training.

Overall, some 95% of trainees had at least their tuition paid by their employer: 45% had only their tuition paid and 50% had their tuition plus other expenses paid. Five percent of trainees received only non-financial assistance from their employers. The proportion of men and women who had their tuition paid for by their employer was the same, but more men than women (54% vs 43%) also had other expenses paid.

For both full-time and short-term or part-time programs, 95% of the trainees had their tuition paid for by their employer. However, employers were more willing to pay for tuition and other expenses for employees enroled in full-time programs. In fact 76% of employees enroled in full-time programs had their tuition and other expenses paid, compared with 44% for those in short-term or part-time courses.

**Chart 2.6**  
**Financial assistance offered by employers by**  
**type of program, Canada, 1990**



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## **CHAPTER III**

### **NON-EMPLOYER SPONSORED EDUCATION AND TRAINING**

According to the AETS more than 1.7 million adults or 52% of all adult learners did not have their education or training activities supported by an employer in 1990. They had to rely on themselves, their family, a professional organization, the government or some other person or organization to fund their training.

This chapter briefly reviews the most important characteristics of this group of learners and compares these characteristics with those of employer-sponsored trainees.

**Sponsorship.** For a large majority (79%) of these non-employer sponsored trainees, fees or tuition were paid by themselves or by their families. Close to 14% were supported by professional or voluntary organizations, unions, etc., while 7% received some government support.

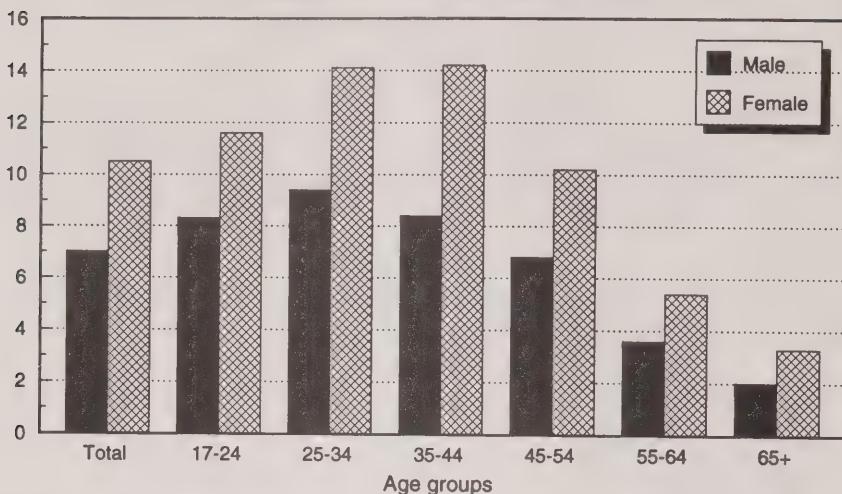
**Age and gender.** At 9%, the overall participation rate for trainees in non-employer sponsored education was just marginally higher than the rate for employer-sponsored trainees (8%)<sup>18</sup>. Women had a 10% non-sponsored participation rate compared with 7% for men. In absolute terms, approximately one million women and 675,000 men took a course not sponsored by an employer in 1990.

Women were more likely than men to enrol in non-employer sponsored training in all age groups. Their participation rate peaked in the 25 to 44 age group, with one in every seven women taking a non-employer sponsored course, compared with one in every eleven men in this age group. (See Appendix C, Table C-15.)

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<sup>18</sup> Both rates are expressed as a percentage of the total population.

**Chart 3.1**  
**Participation rates in non-employer sponsored**  
**training by age group and gender, Canada, 1990**



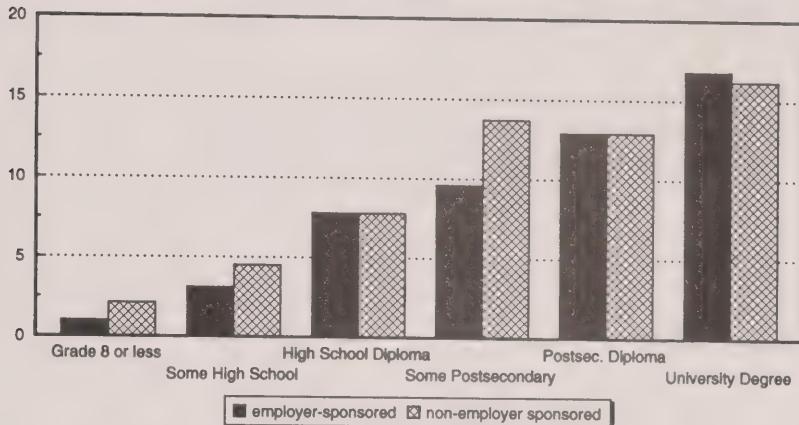
Source: Adult Education and Training Survey, 1990

**Level of education.** Women had higher non-sponsored participation rates than men at all education levels as well. The positive relationship between education and participation was stronger for women than for men. Close to 17% of women who enroled in non-employer sponsored education or training in 1990, had at least some post-secondary education, compared with 11% of men.

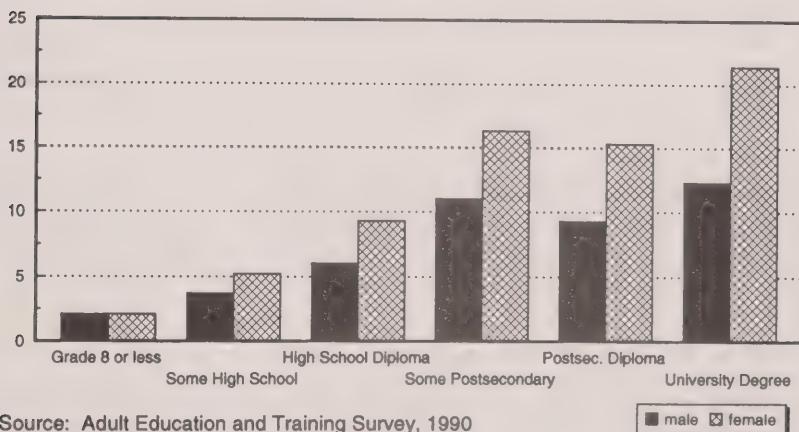
Trainees with less than a post-secondary diploma participated more in non-employer sponsored training than in employer-sponsored training.

**Chart 3.2**

**A) Participation rates in employer and non-employer sponsored training by level of education, Canada, 1990**



**B) Participation rates in non-employer sponsored training by level of education and by gender, Canada, 1990**



Source: Adult Education and Training Survey, 1990

■ male    ☐ female

**Industry and occupation.** Overall, persons working in the service sector were more likely to enrol in adult education and training activities than were those employed in the goods-producing sector. As well, in the service sector, non-employer sponsored trainees had the same participation as employer-sponsored trainees. In the goods-producing sector, participation was lower for non-sponsored trainees.

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In general, participation rates in non-employer sponsored training were higher among adults employed in industries in which employer-sponsored training was not prevalent. These industries include agriculture, construction, trade, business and personal services and miscellaneous services.

White-collar workers had much higher participation rates than blue-collar workers for both employer-sponsored and non-employer sponsored training.

**Table 3.1      Participation rates in employer and non-employer sponsored training by occupation and industry group, Canada, 1990**

	<b>Non-employer sponsored training</b>	<b>Employer- sponsored training</b>
(% of population 17 and over)		
White-collar workers	13	15
Blue-collar workers	8	8
Goods-producing sector	7	10
Services-producing sector	12	12

**Motivation.** Almost two-thirds of the adults who took non-employer sponsored courses did so either to improve their job opportunities/develop their career, to increase earnings, or to improve job-related skills. The remaining third were motivated by personal interests (hobby and recreational interests).

A similar proportion of men (42%) and women (40%) enroled in non-sponsored courses to improve their job opportunities or develop their career, but more men (28%) than women (20%) took courses to increase their earnings or to improve job-related skills. As a consequence, the proportion of men taking a course for personal interest was only 30%, compared with 40% for women. The motivations of employer-sponsored trainees were quite different: 96% enroled for job-related reasons, and only 4% for personal interest.

**Table 3.2**  
**Employer sponsored and non-employer sponsored trainees' motivations**  
**Canada, 1990**

	Employer-sponsored						Non-employer sponsored		
	Total		Male		Female		Total	Male	Female
	Total	Male	Female	Total	Male	Female	Total	Male	Female
(% of population 17 and over)									
<b>Job-related reasons</b>	78	84	73	96	96	96	64	70	60
Career development	35	33	37	28	26	31	40	42	40
Increase earnings	1	1	-	1	1	1	2	1	2
Improve skills	42	50	36	67	69	64	22	27	18
<b>Personal interest</b>	22	16	27	4	4	4	36	30	40



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## **CHAPTER IV**

### **THE NON-PARTICIPANTS**

An analysis of adult education and training would not be complete without examining non-participants, yet most current research looks only at participants. Knowledge of the socio-economic characteristics of non-participants and of their needs and wants is essential for designing programs that can overcome the barriers to participation.

This section profiles non-participants (persons aged 17 and over who did not participate in any adult educational activity in 1990) and examines the obstacles preventing them from participating.

#### **A. PROFILE OF NON-PARTICIPANTS**

***Age and gender.*** The AETS results show that about 7.5 million men and 7.8 million women did not participate in any formal adult education or training activity in 1990. With a median age of 43, non-participants were older than participants, who had a median of 35. And while a majority of participants (63%) were concentrated in the 25-44 age group, only 42% of non-participants were. Close to a third of non-participants were over 55, compared to only 8% of participants.

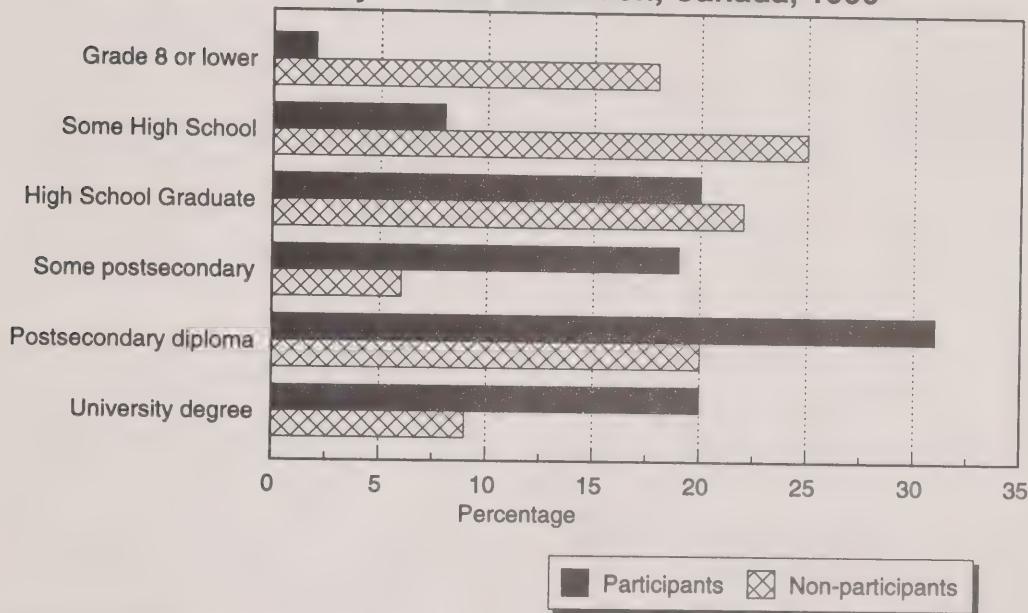
**Table 4.1** Participants and non-participants in adult education by gender and age group  
Canada, 1990

	Participants			Non-participants		
	Total	Male	Female	Total	Male	Female
				(percentage distribution)		
<b>Total*</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
17-24	14	15	14	11	12	10
25-34	33	34	33	22	22	21
35-44	30	29	31	20	21	19
45-54	15	16	19	15	15	15
55-64	5	5	5	14	14	14
65 and over	2	2	3	18	16	20
<b>Total number (000)</b>	<b>3,367</b>	<b>1,630</b>	<b>1,737</b>	<b>15,313</b>	<b>7,476</b>	<b>7,837</b>

\* Totals may not add due to rounding

**Level of education.** Older age groups are generally less educated than younger age groups, and hence the large number of non-participants older than 55 was reflected in average education. Only 35% of non-participants had post-secondary education, compared with 70% of participants. The proportion of male non-participants with post-secondary education (37%) was higher than that for female (32%) non-participants.

**Chart 4.1**  
**Participants and non-participants in adult**  
**education by level of education, Canada, 1990**



Source: Adult Education and Training Survey, 1990

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**Employment status.** The employment status of non-participants was a corollary of age and professional qualifications. About 34% of non-participants did not work at all in 1990. The large majority of this group (70%), was over 55 years old, and six out of ten were women.

When the AETS was conducted (November, 1990), 9.5% of non-participants were unemployed compared with 7.0% of participants. About 87% of non-participants were working full-time compared to 81% for participants. Part-time workers and those who had worked both full-time and part-time during the year accounted for 14% and 7%, respectively, of non-participants.

Almost half (47%) of the non-participants who were working, were employed by very small firms (less than 20 employees) in which the likelihood of being trained is low. Most working non-participants (68%) were employed in the service sector.

## B. TRAINING NEEDS

Like participants in adult education, non-participants were also asked questions about training they wanted to take but did not.

A large majority of non-participants did not feel the need to take further education or training. In fact, only 10% of AETS non-participant respondents reported such a need or desire. Women accounted for 56% of this potential clientele.

Just as training participation rates increase with level of education, so does the desire for this training. The proportion of non-participants who expressed the desire to enrol in adult education ranged from 5% for those with grade 8 or less to 17% for those with some post-secondary education. This proportion was also relatively high for those with a post-secondary certificate (14%) or university degree (11%).

Most of those who would have liked to enrol in an education or training program were active in the labour market--only 6% were not. Most worked in the service sector (71%), mainly in trade, community services and miscellaneous service industries. More than two-thirds of women (68%) worked in white-collar positions (mainly clerical, medicine and managerial), compared with just over one-third of men (39%).

**Table 4.2 Education and training desired by non-participants by gender, industrial sector and type of occupation, Canada, 1990**

	Total	Male	Female
(percentage distribution)			
<b>Total*</b>	<b>100</b>	<b>100</b>	<b>100</b>
Goods-producing industries	29	43	15
Services-producing industries	71	57	85
White-collar workers	55	40	68
Blue-collar workers	45	60	32

\* Totals may not add to 100 due to rounding.

### C. BARRIERS TO TRAINING

Non-participants were affected by the various barriers to education and training in ways similar to those cited by participants. For both groups, dispositional barriers such as lack of time, health reasons, etc. were most important. These barriers deterred 51% of non-participants. Within this category, a lack of time deterred 28% of non-participants, "other" reasons deterred 14%, and health reasons deterred a further 5%. These dispositional barriers affected men more than women and older more than younger persons.

Situational barriers ranked second and were perceived as an obstacle by 32% of non-participants. Men and women were equally affected by the cost of education and training programs (20%), but family responsibilities were a major deterrent for women only.

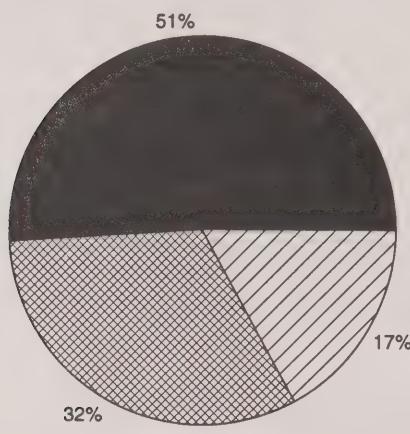
Institutional barriers stopped 17% of non-participants from taking training. The non-availability of programs was the most important of these institutional barriers.

Non-participants in the goods-producing sector felt that time constraints were more serious and that education and training programs were less accessible or less adapted to their needs than did those in the service sector.

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Blue-collar workers suffered more than white-collar workers from unavailable or unsuitable programs and the cost of training, but gave less importance to time constraints.

**Chart 4.2**  
**Non-participants' barriers to education and  
training, Canada, 1990**



■ Dispositional barriers    □ Institutional barriers    ■ Situational barriers

Source: Adult Education and Training Survey, 1990

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## CONCLUSION

The Adult Education and Training Survey (AETS) has revealed that almost one in five Canadians are continuing their education into adulthood and are ready to invest time, money and energy into improving their job-related skills or career opportunities or to pursue a personal interest.

Many participants have their education or training financed by their employer. Large differences, however, were observed from one industry to another. Industries comprised of large corporations mainly (i.e. public administration, utilities and community services) trained more than 18% of their employees, while in industries in which small and independent businesses predominate (i.e. agriculture, construction, trade, business and personal services and miscellaneous services), only 6% of the workforce received training.

Overall, colleges and universities were the main providers of adult education and training. For short-term or part-time courses, however, employers were the principal providers.

The AETS also showed that the positive relationship between participation in training and level of education is very strong. In 1990, those who received education and training were mostly already well educated. Those with the lowest levels of education were almost absent from the adult training scene, leading to a widening of the education gap.

The majority of adult students took a course or program to improve their occupational prospects. They mainly enroled in commerce and engineering and applied technologies and trades (e.g. computer science courses).

AETS respondents identified time and money constraints as the major deterrents to adult learning. A significant number of respondents also claimed that suitable programs were not available.

Adult education is no longer seen only as a remedial solution for those who have not completed their initial education. With major economic and technological changes taking place in an increasing global economy, adult education is now perceived as a way to keep up with the changing world. The high level of participation, the large selection of courses available, the numerous settings where these courses are offered and the increasing support of employers all indicate that adult education is responding to individual and social needs.

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## **APPENDIX A**

### **GLOSSARY OF ADULT EDUCATION AND TRAINING TERMS**

**Adult Education.** Denotes all educational processes pursued by adults,—whatever the content, level or method—that supplement or replace initial education. Includes credit and non-credit courses.

The target population for the AETS was persons aged 17 and over enroled in short-term or part-time courses and apprenticeship programs. To provide a comprehensive measure of employers' contribution to training, adults taking employer-sponsored full-time training were also included.

**Apprenticeship Program.** Combines on-the job experience with short periods of formal, technical instruction in provincially designated trades. Apprenticeship programs produce fully qualified journeyman tradespersons.

**Blue-collar occupations.** Include occupation in construction, fabricating, farming, fishing, forestry, machining, materials handling, mining, processing, service, transportation and other crafts.

**Commercial School.** These are private schools licensed by the provinces and which provide professional and vocational training for profit.

**Community College.** Includes post-secondary, non-degree granting institutions such as colleges of applied arts and technology ( CAATS in Ontario), general and vocational colleges (Collèges d'enseignement général et professionnel, CEGEP) in Quebec, and technical institutes and other establishments that provide university transfer programs or specialized training in fields such as agriculture, the arts and forestry. Enrolment in these programs normally requires successful completion of secondary school.

**Distance Education.** Instruction received through correspondence, radio, television or newspaper, without regular face-to-face contact between teacher and student. To be included in the AETS, students must have been registered in a distance education program.

**Enrolment.** The action of formally registering in a course or program of education or training.

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**Formal Adult Education.** Formally structured and sequentially organized adult education in which learners follow a program of study planned and directed by a teacher and generally leading to some formal recognition of educational performance.

**Formal Training.** Structured training provided at work or in an establishment designed or designated specifically for training.

It includes basic training given in specially equipped workshops, simulated training, formal training in apprenticeship program, and structured training program offered by employers.

**Full-Time or Part-Time Education.** Determined by educational institutions. All schools classify their students as full-time or part-time depending on the number of courses in which they are enroled.

**Full-Time Training.** A training program that occupies most of each work day for the duration of the program.

**Hobby or Recreational Course.** Course taken to learn a hobby; to develop physically, socially or psychologically; or to pursue a personal interest.

**Informal Education.** The lifelong process of acquiring attitudes, values, skills and knowledge from daily experience, educative influences and other resources.

For this kind of education, learning is not structured into classes led by teachers, nor does it follow a progressive sequence culminating in a formal citation.

**Labour Force.** The labour force is that portion of the civilian, non-institutional population 15 years of age and over who, during the Labour Force Survey (and thus the AETS) reference week, were either employed or unemployed.

**Mature Student.** A full-time student in higher or further education who, on completing his or her initial cycle of full-time education, has spent some time at another activity (such as employment) before taking the course he/she is registered in now. (Mature students are also referred to as "returnees".)

**Non-Formal Education.** Educational programs organized outside the formal school system and which do not grade participants. It includes a broad range of activities such as structured training and various courses, seminars and workshops.

**On-the-job Training.** Vocational training given in the normal work environment. This training is generally given by the supervisor, an experienced fellow employee or an instructor.

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**Organizer.** In the context of the AETS, the organizer is the person or organization who providing the educational activities.

**Participation Rate (in educational or training activities).** The participation rate represents the proportion of a population engaged in an activity. In this report, participation rates are expressed as a proportion of the population 17 years of age and over.

**Part-Time Course (or Training).** Course or training taken over a period of time and not occupying full work days.

**Program (Educational).** A selection of courses taken for credit towards a degree, diploma or certificate.

**Short-Term Course.** Full-time courses lasting less than one month.

**Sponsor.** The course or program sponsor is the person or organization paying for tuition or other expenses such as transportation, course materials, time off, etc.

**Trade/Vocational Training (or Education).** Activities and programs that provide the skills needed to function in a particular vocation. These programs emphasize manipulative skills and well-defined or well-established procedures, rather than application of ideas and principles.

**Training.** The systematic development of the attitudes, knowledge and skills required to perform a specific task adequately.

**Training Rate.** The number of employer-sponsored trainees per 100 employees.

**Tuition.** The fee charged by an educational institution for instruction.

**White-collar occupations.** Include artistic, clerical, managerial, medicine, natural science, religion, sales, social science and teaching occupations.



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## **APPENDIX B**

## **METHODOLOGY**

**Survey design.** The Adult Education and Training Survey (AETS) was administered in November 1990 to a sub-sample of dwellings in the Labour Force Survey (LFS) sample. Its sample design is thus closely tied to that of the LFS.

The LFS target population includes all 10 provinces but excludes the Yukon and the Northwest Territories. Also excluded are inmates of institutions such as prisons or hospitals, residents of Indian reserves, and full-time members of the armed forces.

The AETS used five of the six rotation groups of the LFS. These groups represented a sample of 50,000 households or approximately 100,000 individuals 17 years of age and over.

Information was collected during the November 1990 LFS telephone interviews directly and by proxy for household members not present. Usable responses were acquired for 92,808 individuals, or 93% of the target population. These responses were weighted to represent a total population of 19,837,821.

**Definition.** Adult education and training includes all formal educational activities taken by persons aged 17 and over. These activities can be taken at work, at school or at other locations for job-related or personal reasons. Non-formal training such as on-the-job training and informal education (knowledge and skills acquired from daily experience or from family, work, mass media, etc) is excluded from this definition, as are regular (non-employer sponsored) college and university programs.

Including the latter programs would have distorted the profile of adult learners--those who enrol in learning activities after leaving the regular school system.

**Survey objectives.** The AETS was designed to comprehensively measure the incidence of education and training in Canada and to identify:

- the types of training undertaken, including field of study, location (provider), and duration;
- reasons for taking or not taking training;
- types of financial assistance received, particularly from employers;
- the characteristics of trainees; and
- participants employment status and job tenure.

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**Sampling error.** The difference between estimates derived from a sample and those derived from a complete census taken under similar conditions is called the sampling error. As in any sample survey, some of the AETS estimates are subject to considerable sampling error or are based on too small a sample to be statistically reliable. Some of these estimates were not published: those that were should then be used with caution.

To indicate the degree of AETS sampling error, the following notation has been used:

- \* Numbers marked with this symbol have a coefficient of variation between 16% and 25% and are less reliable than unmarked numbers.
- \*\* This symbol replace numbers with a coefficient of variation greater than 25% .

**Historical comparisons.** Developing a survey to measure adult education and training has been a long process. The 1984 Adult Education Survey used a relatively short, simple questionnaire (21 questions). Much more elaborate questionnaires were developed for the Adult Training Survey in 1986 and for the AETS in 1990. In addition to using slightly different concepts and definitions, these surveys collected(48%) new information. As a result, direct comparisons of data from the three surveys are difficult, if not impossible.

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## **APPENDIX C**

### **STATISTICAL TABLES**

Note: Some totals may not add up precisely due to rounding.

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Table C-1.

**Participants in adult Education and Training by Type of Program, Gender and Age Group,  
Canada, 1990.**

Gender and Age Group	Total		Full-Time Programs <sup>(2)</sup>		Part-Time Courses	
	Trainees <sup>(1)</sup> (000)	Participation Rate	Trainees <sup>(1)</sup> (000)	Participation Rate	Trainees <sup>(1)</sup> (000)	Participation Rate
<b>TOTAL</b>	<b>3,367</b>	<b>17.0</b>	<b>223</b>	<b>1.1</b>	<b>3,189</b>	<b>16.1</b>
17-24	480	15.9	70	2.3	420	13.9
25-34	1,123	24.1	83	1.8	1,061	22.8
35-44	996	23.9	44	1.0	961	23.1
45-54	504	17.9	21	0.7	487	17.2
55-64	181	7.8	**	**	177	7.6
65 and over	83	2.9	**	**	81	2.9
<b>MALE</b>	<b>1,630</b>	<b>16.9</b>	<b>167</b>	<b>1.7</b>	<b>1,497</b>	<b>15.5</b>
17-24	242	15.8	59	3.9	197	12.6
25-34	547	23.8	61	2.7	503	21.8
35-44	466	22.7	29	1.4	444	21.6
45-54	260	18.4	15	1.1	246	17.5
55-64	88	7.7	**	**	86	7.5
65 and over	27	2.2	**	**	27	2.2
<b>FEMALE</b>	<b>1,737</b>	<b>17.1</b>	<b>56</b>	<b>0.6</b>	<b>1,691</b>	<b>16.6</b>
17-24	238	16.0	11 *	0.7 *	228	15.3
25-34	576	24.5	22	0.9	559	23.7
35-44	530	25.1	15 *	0.7 *	517	24.6
45-54	245	17.3	**	**	241	17.0
55-64	93	7.8	**	**	92	7.7
65 and over	56	3.4	**	**	55	3.4

Source: Adult Education and Training Survey, 1990

(1) Because some people enrolled in more than one type of program, this total is somewhat smaller than the sum of trainees in each type of program

(2) Full-time programs include Apprenticeship programs and Full-time employer-sponsored or provided programs

**Table C-2.**  
**Participants in Adult Education and Training by Type of Program and Gender, Canada and Provinces, 1990.**

Provinces and Gender	Total		Full-Time Programs <sup>(2)</sup>		Part-Time Courses	
	Trainees <sup>(1)</sup> (000)	Participation Rate	Trainees <sup>(1)</sup> (000)	Participation Rate	Trainees <sup>(1)</sup> (000)	Participation Rate
<b>Canada</b>						
Total	3,367	17.0	223	1.1	3,189	16.1
Male	1,630	16.9	167	1.7	1,497	15.5
Female	1,737	17.1	56	0.6	1,691	16.6
<b>Newfoundland</b>						
Total	39	9.5	5 *	1.2 *	35	8.4
Male	20	9.6	3 *	1.6 *	16	8.0
Female	20	9.5	**	**	18	8.8
<b>Prince Edward Island</b>						
Total	10	10.1	**	**	9	9.4
Male	4	8.7	**	**	3	7.2
Female	6	11.5	**	**	6	11.4
<b>Nova Scotia</b>						
Total	93	14.2	10	1.5	85	12.9
Male	44	14.0	6 *	2.0 *	39	12.2
Female	49	14.3	4 *	1.0 *	46	13.5
<b>New Brunswick</b>						
Total	64	12.0	7	1.3	58	10.9
Male	32	12.2	5 *	2.0 *	27	10.6
Female	32	11.8	**	**	31	11.2
<b>Quebec</b>						
Total	785	15.3	45	0.9	749	14.6
Male	387	15.6	36	1.4	359	14.5
Female	398	15.0	10	0.4	390	14.7

Table C-2.

**Participants in Adult Education and Training by Type of Program and Gender, Canada and Provinces, 1990.**

(Continued)

Provinces and Gender	Total		Full-Time Programs <sup>(2)</sup>		Part-Time Courses	
	Trainees <sup>(1)</sup> (000)	Participation Rate	Trainees <sup>(1)</sup> (000)	Participation Rate	Trainees <sup>(1)</sup> (000)	Participation Rate
<b>Ontario</b>						
Total	1,322	17.9	87	1.2	1,251	16.9
Male	626	17.5	67	1.9	573	16.0
Female	696	18.3	20	0.5	677	17.8
<b>Manitoba</b>						
Total	122	15.7	10	1.2	115	14.8
Male	62	16.5	7*	1.8*	58	15.3
Female	60	15.0	**	**	57	14.4
<b>Saskatchewan</b>						
Total	102	14.7	7	1.1	96	13.8
Male	51	14.9	4*	1.2*	47	13.8
Female	51	14.5	3*	1.0*	48	13.7
<b>Alberta</b>						
Total	386	21.7	25	1.4	365	20.5
Male	189	21.4	19	2.1	173	19.6
Female	198	22.1	7*	0.7*	193	21.5
<b>British Columbia</b>						
Total	443	18.7	26	1.1	426	18.0
Male	215	18.6	20*	1.7*	202	17.4
Female	228	18.8	**	**	224	18.5

Source: Adult Education and Training Survey, 1990

(1) Because some people enrolled in more than one type of program, this total is somewhat smaller than the sum of trainees in each type of program

(2) Full-time programs include Apprenticeship programs and Full-time employer-sponsored or provided programs

**Table C-3.**      **Participation Rates in Adult Education in Urban and Rural Areas by Gender, Canada and Provinces, 1990**

	Total	Urban	Rural
<b>Canada</b>			
Total	17.0	17.8	12.9
Male	16.9	17.9	12.0
Female	17.1	17.7	13.9
<b>Newfoundland</b>			
Total	9.5	12.0	5.2
Male	9.6	12.3 *	5.3 *
Female	9.5	11.8	5.1
<b>Prince Edward Island</b>			
Total	10.1	4.0 *	9.8
Male	8.7	**	**
Female	11.5	**	**
<b>Nova Scotia</b>			
Total	14.2	15.4	12.2
Male	14.0	16.0	10.8
Female	14.3	14.8	13.6
<b>New Brunswick</b>			
Total	12.0	13.7	9.5
Male	12.2	15.1	8.4
Female	11.8	12.5	10.7
<b>Quebec</b>			
Total	15.3	15.9	12.2
Male	15.6	16.4	11.4
Female	15.0	15.4	13.1
<b>Ontario</b>			
Total	17.9	18.5	13.0
Male	17.5	18.2	11.6
Female	18.3	18.8	14.5
<b>Manitoba</b>			
Total	15.7	17.0	11.5
Male	16.4	18.0	11.8
Female	15.0	16.0	11.2
<b>Saskatchewan</b>			
Total	14.7	16.2	12.2
Male	14.9	16.9	11.6
Female	14.5	15.7	12.7
<b>Alberta</b>			
Total	21.7	21.9	21.1
Male	21.4	21.6	20.0
Female	22.0	22.2	22.2
<b>British Columbia</b>			
Total	18.7	19.0	16.2
Male	18.6	18.9	15.6
Female	18.8	19.0	16.8

Source: Adult Education and Training Survey, 1990

**Table C-4. Participation Rates in Adult Education by Type of Program and Level of Education, Canada 1990**

	Total <sup>(1)</sup>	Full-Time <sup>(2)</sup> Programs	Part-Time Courses
<b>Canada</b>			
Both Genders			
Total	17.0	1.1	16.1
Grade 8 or lower	3.1	**	3.0
Some high school	7.6	0.6	7.1
High school graduate	15.7	1.1	14.7
<b>High school or less</b>	<b>9.6</b>	<b>0.7</b>	<b>9.0</b>
Some post-secondary	23.4	2.0	21.6
Post-secondary diploma	25.3	1.9	23.9
University degree	33.0	1.4	32.0
<b>Post-secondary education</b>	<b>26.9</b>	<b>1.7</b>	<b>25.6</b>
Male			
Total	16.9	1.7	15.5
Grade 8 or lower	3.7	**	3.6
Some high school	8.0	0.9	7.2
High school graduate	15.7	1.9	14.0
<b>High school or less</b>	<b>9.7</b>	<b>1.1</b>	<b>8.7</b>
Some post-secondary	22.1	3.3	19.1
Post-secondary certificate	24.5	2.7	22.6
University degree	30.3	1.8	29.1
<b>Post-secondary education</b>	<b>25.8</b>	<b>2.5</b>	<b>23.9</b>
Female			
Total	17.1	0.6	16.6
Grade 8 or lower	2.6	**	2.5
Some high school	7.2	**	7.0
High school graduate	15.7	0.5 *	15.3
<b>High school or less</b>	<b>9.5</b>	<b>0.3 *</b>	<b>9.2</b>
Some post-secondary	24.6	**	24.0
Post-secondary certificate	26.0	1.0	25.1
University degree	36.6	**	36.0
<b>Post-secondary education</b>	<b>28.1</b>	<b>1.0</b>	<b>27.4</b>

Source: Adult Education and Training Survey, 1990

(1) Because some people enrolled in more than one type of program, this total is somewhat smaller than the sum of trainees in each type of program.

(2) Full-time programs include Apprenticeship programs and Full-time employer-sponsored or provided programs.

**Table C-5. Participation Rates in Adult Education by Employment Status in Current Job, Canada and Provinces, 1990**

	Labour Force	EMPLOYED POPULATION			
		Total	Full-Time	Part-Time	Unemployed Population
<b>Canada</b>					
Total	22.5	23.2	24.2	17.6	15.0
Male	20.8	21.5	22.3	11.4	12.9
Female	24.7	25.3	27.1	19.8	17.7
<b>Newfoundland</b>					
Total	14.4	15.3	15.9	**	9.6 *
Male	13.2	14.5	14.9	**	**
Female	15.9	16.4	17.5	**	**
<b>Prince Edward Island</b>					
Total	13.7	14.5	15.1	**	**
Male	11.0	12.3	13.0	**	**
Female	16.8	17.1	18.2	**	**
<b>Nova Scotia</b>					
Total	19.8	20.4	21.2	15.9	14.6 *
Male	18.3	18.9	19.7	**	13.1 *
Female	21.7	22.2	23.3	18.6	16.6 *
<b>New Brunswick</b>					
Total	17.8	18.5	19.1	14.5	12.6
Male	16.9	18.0	18.2	**	**
Female	18.9	19.0	20.5	14.3 *	17.7 *
<b>Quebec</b>					
Total	20.6	21.5	22.4	16.0	13.9
Male	19.1	20.1	20.6	11.5	11.9
Female	22.6	23.3	25.1	17.6	16.4
<b>Ontario</b>					
Total	23.3	24.1	25.1	18.1	14.7
Male	21.2	21.8	22.8	9.8	13.8
Female	26.0	26.8	28.6	21.3	15.8
<b>Manitoba</b>					
Total	21.4	21.9	23.5	14.6	14.1 *
Male	20.4	20.8	21.8	**	**
Female	22.5	23.2	26.3	15.8	**
<b>Saskatchewan</b>					
Total	19.3	19.7	20.7	15.1	13.7 *
Male	17.9	18.5	19.2	**	**
Female	21.1	21.2	23.0	16.9	**
<b>Alberta</b>					
Total	26.8	27.6	28.6	22.1	16.0
Male	25.3	26.1	27.2	11.0	13.4 *
Female	28.7	29.4	30.7	25.7	19.3 *
<b>British Columbia</b>					
Total	24.5	24.8	25.8	19.1	21.8
Male	23.1	23.6	24.2	17.8	16.7 *
Female	26.3	26.2	28.4	19.6	27.8 *

Source: Adult Education and Training Survey, 1990

**Table C-6. Participation Rates in Adult Education by Occupation and Gender, Canada and Provinces, 1990.<sup>1</sup>**

	Total	Male	Female
<b>CANADA</b>			
<b>TOTAL</b>	<b>22.5</b>	<b>20.8</b>	<b>24.7</b>
<b>White collar workers</b>	<b>27.8</b>	<b>26.5</b>	<b>28.9</b>
Artistic	21.8	14.5	30.4
Clerical	23.7	20.7	24.4
Managerial	31.6	28.9	35.7
Medicine	33.9	34.7	33.8
Natural science	38.0	36.6	44.4
Religion	36.5	28.3 *	**
Sales	18.1	19.4	16.6
Social science	35.6	30.2	39.4
Teaching	35.8	30.4	38.8
<b>Blue collar workers</b>	<b>15.7</b>	<b>16.6</b>	<b>13.6</b>
Construction	15.7	15.6	**
Fabrication	20.3	23.0	10.5
Farming	11.5	11.1	12.6
Fishing	**	**	**
Forestry	15.7 *	15.2 *	**
Machining	15.0	15.0	**
Materials handling	10.0	10.9	**
Mining	28.1	28.1	**
Processing	12.9	14.4	8.6
Service	15.2	16.1	14.5
Transportation	16.3	15.3	26.3
Other crafts	18.1	18.0	**

**Table C-6. Participation Rates in Adult Education by Occupation and Gender, Canada and Provinces, 1990.<sup>1</sup>**

(Concluded)

	Total	Male	Female
<b>Newfoundland</b>			
Total	14.4	13.2	15.9
White collar workers	19.4	18.8	19.8
Blue collar workers	9.8	10.6	7.6 *
<b>Prince Edward Island</b>			
Total	13.7	11.1	16.8
White collar workers	19.4	16.3 *	21.4
Blue collar workers	9.0	8.5 *	10.0 *
<b>Nova Scotia</b>			
Total	19.8	18.3	21.7
White collar workers	25.2	25.1	25.2
Blue collar workers	13.6	13.8	13.2
<b>New Brunswick</b>			
Total	17.8	16.9	18.9
White collar workers	22.4	22.8	22.2
Blue collar workers	13.1	13.8	11.1
<b>Quebec</b>			
Total	20.6	19.1	22.6
White collar workers	25.2	23.6	26.5
Blue collar workers	14.9	15.9	12.2
<b>Ontario</b>			
Total	23.4	21.2	26.0
White collar workers	29.1	27.7	30.1
Blue collar workers	15.5	16.0	14.2
<b>Manitoba</b>			
Total	21.4	20.4	22.5
White collar workers	27.1	26.3	27.8
Blue collar workers	14.9	16.4	11.3
<b>Saskatchewan</b>			
Total	19.3	17.9	21.1
White collar workers	25.9	26.0	25.9
Blue collar workers	13.3	13.6	12.2
<b>Alberta</b>			
Total	26.8	25.2	28.7
White collar workers	31.8	29.7	33.4
Blue collar workers	20.5	22.1	16.6
<b>British Columbia</b>			
Total	24.5	23.1	26.3
White collar workers	29.4	28.0	30.3
Blue collar workers	18.1	19.2	15.1

Source: Adult Education and Training Survey, 1990

(1) Refers to participation rates of persons in the labour force at the time of survey.

**Table C-7. Participation Rates in Adult Education by Industry and Gender, Canada and Provinces, 1990.<sup>1</sup>**

	<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>CANADA</b>			
<b>Total all industries</b>	<b>22.5</b>	<b>20.8</b>	<b>24.7</b>
<b>Goods-producing industries</b>	<b>17.7</b>	<b>17.7</b>	<b>17.5</b>
Agriculture	12.2	11.0	14.8
Other primary	23.4	22.2	33.5 *
Manufacturing	18.6	19.6	16.4
Construction	13.0	12.4	17.3
Utilities	37.0	37.2	36.2
<b>Services-producing industries</b>	<b>24.6</b>	<b>22.9</b>	<b>26.1</b>
Transportation	20.2	18.7	27.5
Communications	25.7	25.5	25.8
Trade	16.5	17.9	14.8
Finance	30.4	31.0	30.0
Community services	31.5	27.6	33.2
Business and personal services	15.6	20.4	19.0
Miscellaneous services	18.0	12.4	23.5
Public Administration	38.6	35.5	42.2

**Table C-7. Participation Rates in Adult Education by Industry and Gender, Canada and Provinces, 1990.<sup>1</sup> -(Concluded)**

	Total	Male	Female
<b>Newfoundland</b>			
Total all industries	14.4	13.2	15.9
Goods-producing industries	9.0	8.6 *	**
Services-producing industries	16.5	16.5	16.5
<b>Prince Edward Island</b>			
Total all industries	13.7	11.0	16.8
Goods-producing industries	7.8 *	**	**
Services-producing industries	16.4	13.8	18.4
<b>Nova Scotia</b>			
Total all industries	19.8	18.3	21.7
Goods-producing industries	13.1	12.9	13.8
Services-producing industries	22.3	21.7	22.8
<b>New Brunswick</b>			
Total all industries	17.8	16.9	18.9
Goods-producing industries	13.7	12.5	18.9
Services-producing industries	19.5	20.1	18.9
<b>Quebec</b>			
Total all industries	20.6	19.3	22.6
Goods-producing industries	16.6	17.0	15.5
Services-producing industries	22.6	20.8	24.2
<b>Ontario</b>			
Total all industries	23.4	21.2	26.0
Goods-producing industries	18.2	18.4	17.5
Services-producing industries	25.8	23.2	27.9
<b>Manitoba</b>			
Total all industries	21.4	20.4	22.5
Goods-producing industries	13.0	14.3	**
Services-producing industries	24.5	24.1	24.9
<b>Saskatchewan</b>			
Total all industries	19.3	17.9	21.1
Goods-producing industries	12.6	11.8	15.4
Services-producing industries	22.6	23.0	22.3
<b>Alberta</b>			
Total all industries	26.8	25.2	28.7
Goods-producing industries	24.9	23.9	28.7
Services-producing industries	27.6	26.2	28.8
<b>British Columbia</b>			
Total all industries	24.5	23.1	26.3
Goods-producing industries	19.5	19.3	20.1
Services-producing industries	26.3	25.2	27.3

Source: Adult Education and Training Survey, 1990

(1) Refers to participation rates of persons in the labour force at the time of survey.

Table C-8.

Employer-sponsored Trainees and Training Rates by Industry and Gender, Canada, 1990.

Industry	Total		Male		Female	
	Trainees (000)	Training Rate	Trainees (000)	Training Rate	Trainees (000)	Training Rate
<b>Total all industries</b>	<b>1,538</b>	<b>12.6</b>	<b>901</b>	<b>13.4</b>	<b>638</b>	<b>11.8</b>
<b>Goods producing industries</b>	<b>400</b>	<b>11.4</b>	<b>326</b>	<b>12.1</b>	<b>74</b>	<b>9.1</b>
Agriculture	12 *	3.0 *		**	**	**
Other primary	45	16.9	40	16.6	**	**
Manufacturing	250	13.0	203	14.5	48	8.9
Construction	45	6.1	40	6.0	6	6.7
Utilities	47	32.5	37	32.6	11	32.0
<b>Services producing industries</b>	<b>1,138</b>	<b>13.1</b>	<b>575</b>	<b>14.2</b>	<b>563</b>	<b>12.2</b>
Transportation	71	14.3	57	14.0	13 *	15.5 *
Communications	52	17.9	32	18.7	20	16.7
Trade	179	8.3	134	11.1	45	4.7
Finance	151	19.6	62	19.9	89	19.4
Community services	318	14.4	94	14.2	224	14.5
Business and personal services	127	7.9	72	10.4	56	6.0
Miscellaneous services	23	7.0	9 *	5.7 *	13 *	8.2 *
Public Administration	217	27.2	114	25.7	103	29.0

Table C-9.

Employer-sponsored Trainees and Training Rates by Industry Group and Province, 1990.

Industry	Total		Male		Female	
	Trainees (000)	Training Rate	Trainees (000)	Training Rate	Trainees (000)	Training Rate
<b>Newfoundland</b>						
Total	17	8.7	10	9.3	6	7.7
Goods-producing industries	3 *	5.6 *	3	6.1 *	**	**
Services-producing industries	14	9.8	8	11.5	6	8.3
<b>Prince Edward Island</b>						
Total	3	6.4	2	7.1 *	1 *	5.5 *
Goods-producing industries	**	**	**	**	**	**
Services-producing industries	3 *	7.4 *	2	9.5 *	**	**
<b>Nova Scotia</b>						
Total	44	11.8	25	12.4	19	11.2
Goods-producing industries	7	7.8	6	7.8	**	**
Services-producing industries	37	13.1	20	15.1	18	11.5
<b>New Brunswick</b>						
Total	31	11.1	19	12.1	12	9.8
Goods-producing industries	7	9.3	6	9.5	1 *	8.4 *
Services-producing industries	24	11.7	13	13.8	11	10.0
<b>Quebec</b>						
Total	340	11.6	200	12.0	140	11.0
Goods-producing industries	93	10.5	76	11.2	17	8.2
Services-producing industries	247	12.0	124	12.5	123	11.5

Table C-9.

Employer-sponsored Trainees and Training Rates by Industry Group and Province, 1990.

(concluded)

Industry	Total		Male		Female	
	Trainees (000)	Training Rate	Trainees (000)	Training Rate	Trainees (000)	Training Rate
<b>Ontario</b>						
Total	617	13.0	357	13.7	260	12.1
Goods-producing industries	175	12.3	140	13.1	36	9.9
Services-producing industries	442	13.3	218	14.2	224	12.5
<b>Manitoba</b>						
Total	58	12.1	33	12.7	25	11.3
Goods-producing industries	9	7.1	8	8.3	**	**
Services-producing industries	49	12.8	25	15.2	24	12.6
<b>Saskatchewan</b>						
Total	149	11.3	28	11.5	21	11.1
Goods-producing industries	9	6.3	7	6.7	2	4.8*
Services-producing industries	41	13.7	21	15.4	20	12.3
<b>Alberta</b>						
Total	194	16.1	114	17.0	81	15.0
Goods-producing industries	58	17.0	47	17.7	10	14.2
Services-producing industries	137	15.8	66	16.6	71	15.1
<b>British Columbia</b>						
Total	183	12.7	112	14.0	72	11.1
Goods-producing industries	39	11.2	33	11.9	6	8.6
Services-producing industries	144	13.2	79	15.1	65	11.4

**TABLE C-10.**
**Employer-sponsored Trainees and Training Rates by Gender and Length of Service with Current Employer, Canada, 1990.**

	Total		Male		Female	
	Trainees (000)	Training Rate	Trainees (000)	Training Rate	Trainees (000)	Training Rate
<b>Total</b>	<b>1,538</b>	<b>12.6</b>	<b>901</b>	<b>13.4</b>	<b>638</b>	<b>11.8</b>
One year or less	243	8.4	133	9.3	109	7.5
2 years	169	13.0	88	11.4	81	9.7
3 years	140	13.3	76	13.8	65	12.7
4 years	99	11.9	59	13.1	40	10.5
5 years	86	14.9	49	16.0	37	12.1
6 years	74	12.7	39	13.8	35	12.7
7 years	57	15.6	28	14.5	29	15.0
8 years	43	13.7	26	15.1	17	12.0
9 years	43	14.2	21	14.2	21	15.6
10 years	52	17.9	31	14.2	21	15.8
11 years	75	16.8	46	17.5	29	15.3
12 years	50	18.2	33	19.2	17	13.8
13 years	39	13.9	25	15.1	15	12.3
14 years	33	16.2	20	16.4	14	12.9
15 years	30	14.2	21	15.9	9	10.7
15 years or more	304	13.6	204	13.2	100	14.4

Source: Adult Education and Training Survey, 1990

**TABLE C-11. Training Rates by Gender and by Firm Size Canada, 1990.**

	Total	Male	Female
(percentage distribution)			
<b>All industries</b>	<b>11.9</b>	<b>12.5</b>	<b>11.2</b>
Less than 20 employees	5.7	5.7	5.7
20 to 99	10.6	11.4	9.6
100 to 499	15.1	15.5	14.8
500 and over	21.1	22.3	19.6
 <b>Goods-producing Industries</b>	 <b>10.7</b>	 <b>11.3</b>	 <b>8.7</b>
Less than 20 employees	4.1	3.7	5.2
20 to 99	7.4	8.0	6.0
100 to 499	12.2	13.9	8.0
500 and over	22.5	23.1	19.9
 <b>Services-producing Industries</b>	 <b>12.5</b>	 <b>13.3</b>	 <b>11.7</b>
Less than 20 employees	6.4	7.1	5.8
20 to 99	12.2	13.8	10.5
100 to 499	16.3	16.5	16.2
500 and over	20.6	21.9	19.5

Source: Adult Education and Training Survey, 1990

Note: This table refers to trainees who had only one employer during the year. For this reason, totals are different from those presented in table B-8.

**TABLE C-12.**      **Trainees Motivation by Age Group<sup>1</sup>, Canada, 1990.**

	Total	17-24	25-44	45 & over
(percentage distribution)				
<b>TOTAL</b>				
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Job-related reasons</b>	<b>78</b>	<b>79</b>	<b>77</b>	<b>67</b>
Career Development	35	50	44	18
Increase earnings or skills	43	29	33	49
<b>Personal interest</b>	<b>22</b>	<b>21</b>	<b>23</b>	<b>33</b>
<b>MALE</b>				
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Job-related reasons</b>	<b>84</b>	<b>84</b>	<b>87</b>	<b>76</b>
Career Development	33	51	36	17
Increase earnings or skills	51	33	51	59
<b>Personal interest</b>	<b>16</b>	<b>16</b>	<b>13</b>	<b>24</b>
<b>FEMALE</b>				
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Job-related reasons</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>59</b>
Career Development	37	49	40	18
Increase earnings or skills	36	26	38	41
<b>Personal interest</b>	<b>27</b>	<b>25</b>	<b>22</b>	<b>41</b>

Source: Adult Education and Training Survey, 1990

(1) Since reasons for training were not asked to apprentices and persons enrolled in full-time employer provided programs, this table reflects motivations of trainees enrolled in short-term / part-time courses which were the choice of 95% of them.

**Table C-13. Trainees' Motivation by Level of Education, Occupation and Employment Status<sup>(1)</sup>, Canada, 1990.**

	Total	Job-related Reasons <sup>(2)</sup>		
		For Career Development	Improve Skills or earnings	Personal Reasons
<b>LEVEL OF EDUCATION</b>				
TOTAL	100	35	43	22
Grade 8 or less	100	24	34	42
Some high school	100	36	40	24
High school diploma	100	35	44	21
Some post-secondary	100	47	33	20
Post-secondary diploma	100	32	46	22
University degree	100	33	47	20
MALE	100	33	51	16
Grade 8 or less	100	24	44	32
Some high school	100	33	51	16
High school diploma	100	33	53	14
Some post-secondary	100	45	38	17
Post-secondary diploma	100	32	53	15
University degree	100	31	53	16
FEMALE	100	37	37	26
Grade 8 or less	100	25	22	53
Some high school	100	39	28	33
High school diploma	100	36	37	27
Some post-secondary	100	48	29	23
Post-secondary diploma	100	33	41	26
University degree	100	36	39	25
<b>OCCUPATION</b>				
TOTAL				
White collar workers	100	51	16	33
Blue collar workers	100	49	37	14
MALE				
White collar workers	100	50	38	12
Blue collar workers	100	48	40	12

**TABLE C-13.**

**Trainees' Motivation by Level of Education, Occupation and Employment Status<sup>(1)</sup>, Canada, 1990.**

**(Concluded)**

	Total	Job-related Reasons <sup>(2)</sup>			
		For Career Development	Improve Skills or earnings	Personal Reasons	
<b>OCCUPATION - (Concluded)</b>					
FEMALE					
White collar workers	100	52	30	18	
Blue collar workers	100	56	20	24	
<b>EMPLOYMENT STATUS<sup>(1)</sup></b>					
TOTAL					
Employed full-time	100	38	47	15	
Employed part-time	100	52	29	19	
Total employed	100	40	44	16	
Without job/looking	100	75	16	9	
Without job/not looking	100	32	7	61	
Total without job	100	51	11	38	
MALE					
Employed full-time	100	36	51	13	
Employed part-time	100	63	26	11	
Total employed	100	38	49	13	
Without job/looking	100	76	17	7	
Without job/not looking	100	33	7	60	
Total without job	100	61	13	26	
FEMALE					
Employed full-time	100	40	41	19	
Employed part-time	100	49	29	22	
Total employed	100	42	38	20	
Without job/looking	100	74	15	11	
Without job/not looking	100	32	7	61	
Total without job	100	48	10	42	

Source: Adult Education and Training Survey, 1990

(1) Employment status six months prior to entering this program.

(2) Since reasons for training were not asked to apprentices and persons enrolled in full-time employer provided programs, this table reflects motivations of trainees enrolled in short-term/part-time courses which were the choice of 95% of them.

Table C-14.

Barriers to Education and Training by Age, Occupation and Industry, Canada, 1990.

	Participants				Non-Participants			
	Total	Dispositional Barriers		Institutional Barriers	Total	Dispositional Barriers		Situational Barriers
(percentage distribution)								
<b>Age And Gender</b>								
Total	100	56	29	15	100	51	32	17
17-24	100	52	33	15	100	43	39	18
25-44	100	55	31	14	100	47	37	16
45 and over	100	62	19	19	100	63	19	18
Male	100	62	22	16	100	55	26	19
17-24	100	58	27	15	100	50	31	19
25-44	100	60	24	16	100	52	29	19
45 and over	100	70	13	17	100	65	16	19
Female	100	52	34	14	100	48	37	15
17-24	100	46	38	16	100	37	46	17
25-44	100	50	37	13	100	43	43	14
45 and over	100	59	22	19	100	62	21	17
<b>Industry</b>								
Goods Producing Industries	100	60	24	16	100	52	29	19
Service-Producing Industries	100	55	30	15	100	48	35	17
<b>Occupation</b>								
White Collar Workers	100	58	29	13	100	54	31	15
Blue Collar Workers	100	42	39	19	100	45	35	20

Table C-15.

**Number of Participants and Participation Rates<sup>(1)</sup> for Employer and Non-employer Sponsored Education and Training by Age Group, Canada, 1990.**

	Total		Non-employer Sponsored Education and Training		Employer Sponsored Education and Training	
	Participants	Participation Rate	Participants	Participation Rate	Participants	Participation Rate
<b>Total</b>	<b>3,367</b>	<b>17.0</b>	1,744	8.8	1,623	8.2
17-24	480	15.9	300	9.9	180	6.0
25-34	1,123	24.1	549	11.8	574	12.3
35-44	996	23.9	473	11.4	523	12.6
45-54	504	17.9	239	8.5	265	9.4
55-64	181	7.8	105	4.5	76	3.2
65 and over	83	2.9	78	2.8	**	**

Source: Adult Education and Training Survey 1990

(1) In order to compare these two groups of trainees, their participation rates were expressed as a percentage of population aged 17 and over. For this reason, employer sponsored participation rates presented here are different from those given in Chapter two. The latter were expressed as a percentage of employed population.



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## **APPENDIX D**

### **SURVEY QUESTIONNAIRE**





## **Adult education and training survey**

Confidential  
when completed

F 06

Collected under the authority of the Statistics Act.  
Revised Statutes of Canada, 1985 Chapter S19

The supplementary questions this month are about education and training. Although the survey is voluntary, your participation is important if the results of the survey are to be accurate. Your answers will be kept confidential under the Statistics Act.

<p><b>A. SCREENING QUESTIONS FOR FULL-TIME PROGRAMS.</b></p> <p>10. At any time during the past 12 months was ... a full-time student for one month or more at a community college, CEGEP, technical institute or university?</p> <p>Yes <sup>5</sup> <input type="radio"/> Go to 13      No <sup>6</sup> <input type="radio"/></p>	<p><b>B. FULL-TIME PROGRAMS.</b></p> <p>13. The following questions refer to the <u>last</u> full-time program in which ... was enrolled during the past 12 months.</p> <p>What was the field of study or specialization of this last full-time program?</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>11. At any time during the past 12 months was ... a full-time student for one month or more at a trade or vocational school, or other similar school?</p> <p>Yes <sup>7</sup> <input type="radio"/> Go to 13      No <sup>8</sup> <input type="radio"/></p>	<p>14. What is the usual time required to complete this program?</p> <p><input type="checkbox"/> years    OR    <input type="checkbox"/> months</p>
<p>12. At any time during the past 12 months did ... take a full-time training program which lasted one month or more from a commercial training school, a union, or a professional organization?</p> <p>Yes <sup>1</sup> <input type="radio"/>      No <sup>2</sup> <input type="radio"/> Go to 28</p>	<p>15. Is ... still taking this program?</p> <p>Yes <sup>3</sup> <input type="radio"/> Go to 17      No <sup>4</sup> <input type="radio"/></p> <p>16. Did ... successfully complete this program?</p> <p>Yes <sup>5</sup> <input type="radio"/>      No <sup>6</sup> <input type="radio"/></p>
	<p>17. Excluding summer jobs, was ... employed while taking this program?</p> <p>Yes <sup>1</sup> <input type="radio"/>      No <sup>2</sup> <input type="radio"/> Go to 22</p>

<p>18. When ... was enrolled in this program, about how many persons were employed at the location where ... worked? Was it ..</p> <p>Less than 20? ..... 3 <input type="radio"/></p> <p>20 to 99? ..... 4 <input type="radio"/></p> <p>100 to 499? ..... 5 <input type="radio"/></p> <p>500 and over? ..... 6 <input type="radio"/></p> <p>Don't know ..... 7 <input type="radio"/></p> <p style="text-align: right;">} Go to 21</p>	<p>24. Who provided this assistance? (Mark all that apply)</p> <p>Employer ..... 3 <input type="radio"/></p> <p>Family ..... 4 <input type="radio"/></p> <p>Union or professional organization ..... 5 <input type="radio"/></p> <p>Voluntary organization ..... 6 <input type="radio"/></p> <p>Government ..... 7 <input type="radio"/></p> <p>Other (specify) ..... 8 <input type="radio"/>  <input type="text"/> <input type="text"/></p> <p>Don't know ..... 9 <input type="radio"/></p>
<p>19. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes 1 <input type="radio"/> No 2 <input type="radio"/> Go to 21</p>	
<p>20. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... 3 <input type="radio"/></p> <p>20 to 99? ..... 4 <input type="radio"/></p> <p>100 to 499? ..... 5 <input type="radio"/></p> <p>500 and over? ..... 6 <input type="radio"/></p> <p>Don't know ..... 7 <input type="radio"/></p>	<p>25. Was this program taken at ..</p> <p>A university? ..... 1 <input type="radio"/></p> <p>A college (community college, CEGEP, technical institute)? ..... 2 <input type="radio"/></p> <p>A vocational or trade school? ..... 3 <input type="radio"/></p> <p>A private or commercial school? ..... 4 <input type="radio"/></p> <p>Work? ..... 5 <input type="radio"/></p> <p>Other (specify) ..... 6 <input type="radio"/>  <input type="text"/> <input type="text"/></p> <p>Don't know ..... 7 <input type="radio"/></p>
<p>21. When ... took this program, for how long had he/she been working for this employer? (Enter 00 if less than one year)</p> <p><input type="text"/> years</p>	
<p>22. Who paid the fee or tuition for this program? Was it .. (Mark all that apply)</p> <p>An employer? ..... 1 <input type="radio"/></p> <p>Self or family? ..... 2 <input type="radio"/></p> <p>A union or professional organization? ..... 3 <input type="radio"/></p> <p>A voluntary organization? ..... 4 <input type="radio"/></p> <p>A government? ..... 5 <input type="radio"/></p> <p>Or some other person or organization? (specify) ..... 6 <input type="radio"/>  <input type="text"/> <input type="text"/></p> <p>No fee ..... 7 <input type="radio"/></p> <p>Don't know ..... 8 <input type="radio"/></p>	<p>26. Which of the following was the <u>most</u> important reason why ... took this program? Was it .. (Mark one only)</p> <p>To improve job opportunities or for career development? ..... 1 <input type="radio"/></p> <p>For personal interest? ..... 2 <input type="radio"/></p> <p>To increase earnings? ..... 3 <input type="radio"/></p> <p>To improve job related skills? ..... 4 <input type="radio"/></p> <p>27. During the 6 months prior to entering this program, was ... mainly ..</p> <p>Without a job but actively looking for work? ..... 5 <input type="radio"/></p> <p>Employed full-time (more than 30 hours/week)? ..... 6 <input type="radio"/></p> <p>Employed part-time? ..... 7 <input type="radio"/></p> <p>Without a job and not looking for work? ..... 8 <input type="radio"/></p> <p>A student? ..... 9 <input type="radio"/></p>
<p>23. Excluding fees or tuition, did ... receive any types of financial assistance such as paid time off, grants or bursaries, payment for course materials, transportation, allowance, etc.?</p> <p>Yes 1 <input type="radio"/> No 2 <input type="radio"/> Go to 25</p>	

<b>C. APPRENTICESHIP.</b>		<b>D. EMPLOYER-RELATED FULL-TIME TRAINING OR EDUCATION.</b>
28. At any time during the <u>past</u> 12 months was ... registered in a full-time apprenticeship training program which lasted one month or more?		35. The following questions refer to employer-related full-time training or education.
Yes <input type="radio"/> No <input checked="" type="radio"/> Go to 34		Excluding apprenticeship training, at any time during the <u>past</u> 12 months, did ... take a full-time course or program organized or provided by his/her employer which lasted one month or more?
29. The following questions refer to the <u>last</u> full-time apprenticeship program in which ... was enrolled.  What was the title or name of this last apprenticeship program?  <input type="text"/>  <input type="text"/>		Yes <input type="radio"/> No <input checked="" type="radio"/> Go to 46a
30. When ... was enrolled in this apprenticeship program, about how many persons were employed at the location where ... worked? Was it ..  Less than 20? ..... <input type="radio"/> 3 20 to 99? ..... <input type="radio"/> 4 100 to 499? ..... <input type="radio"/> 5 500 and over? ..... <input type="radio"/> 6 Don't know ..... <input type="radio"/> 7 } Go to 33		36. The following questions refer to the <u>last</u> full-time course or program that ... took during the past 12 months, which was organized or provided by his/her employer.  What was the title or name of this last course or program?  <input type="text"/>  <input type="text"/>
31. Did ...'s employer operate at more than one location in Canada?  Yes <input type="radio"/> No <input checked="" type="radio"/> Go to 33		37. Was this course or program taken at ..  A university? ..... <input type="radio"/> 1 A college (community college, CEGEP, technical institute)? ..... <input type="radio"/> 2 A vocational or trade school? ..... <input type="radio"/> 3 A private or commercial school? ..... <input type="radio"/> 4 Work? ..... <input type="radio"/> 5 Other (specify) ..... <input type="radio"/> 6  <input type="text"/>
32. In total, about how many persons were employed at all locations in Canada? Was it ..  Less than 20? ..... <input type="radio"/> 3 20 to 99? ..... <input type="radio"/> 4 100 to 499? ..... <input type="radio"/> 5 500 and over? ..... <input type="radio"/> 6 Don't know ..... <input type="radio"/> 7		38. Usually, how many hours of instruction were there each week for this course or program?  <input type="text"/> hours
33. When ... started this apprenticeship program, for how long had he/she been working for this employer? (Enter 00 if less than one year)  <input type="text"/> years		39. How many weeks did this course or program last?  <input type="text"/> weeks
34. INTERVIEWER CHECK ITEM:  If Q22 or Q24 marked "employer" ..... <input type="radio"/> 1 Go to 46a  Otherwise ..... <input type="radio"/> 2 Go to 35		40. Is ... still taking this course or program?  Yes <input type="radio"/> Go to 42      No <input type="radio"/> 2  41. Did ... successfully complete this course or program?  Yes <input type="radio"/> Go to 35      No <input type="radio"/> 4

<p>42. When ... was enrolled in this course or program, about how many persons were employed at the location where ... worked? Was it ..</p> <p>Less than 20? ..... 5 <input type="radio"/></p> <p>20 to 99? ..... 6 <input type="radio"/></p> <p>100 to 499? ..... 7 <input type="radio"/></p> <p>500 or over? ..... 8 <input type="radio"/></p> <p>Don't know ..... 9 <input type="radio"/> } Go to 45</p>	<p>48. The following questions refer to the last of these short-term or part-time training or educational courses that ... took during the past 12 months.</p> <p>What was the title or name of this last course?</p> <p>[ ]</p> <p>[ ]</p>
<p>43. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes 1 <input type="radio"/> No 2 <input type="radio"/> Go to 45</p>	<p>49. Usually, how many hours of instruction were there each week for this course?</p> <p>[ ] hours</p>
<p>44. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... 3 <input type="radio"/></p> <p>20 to 99? ..... 4 <input type="radio"/></p> <p>100 to 499? ..... 5 <input type="radio"/></p> <p>500 or over? ..... 6 <input type="radio"/></p> <p>Don't know ..... 7 <input type="radio"/></p>	<p>50. How many weeks did this course last?</p> <p>[ ] weeks</p> <p>51. Was ... employed while taking this course?</p> <p>Yes 1 <input type="radio"/> No 2 <input type="radio"/> Go to 56</p>
<p>45. When ... took this full-time course or program, for how long had he/she been working for this employer? (Enter 00 if less than one year)</p> <p>[ ] years</p>	<p>52. When ... was enrolled in this course, about how many persons were employed at the location where ... worked? Was it ..</p> <p>Less than 20? ..... 3 <input type="radio"/></p> <p>20 to 99? ..... 4 <input type="radio"/></p> <p>100 to 499? ..... 5 <input type="radio"/></p> <p>500 or over? ..... 6 <input type="radio"/></p> <p>Don't know ..... 7 <input type="radio"/> } Go to 55</p>
<p><b>E. SHORT-TERM/PART-TIME COURSES.</b></p>	
<p>46a. The following questions refer to <u>short-term or part-time</u> training or education, which may be taken at work, at a school or at any other organization.</p> <p>At any time during the past 12 months, did ... take any courses full-time which lasted <u>less</u> than one month?</p> <p>Yes 1 <input type="radio"/> How many? [ ]</p> <p>No 2 <input type="radio"/></p> <p>46b. At any time during the past 12 months did ... take any courses part-time?</p> <p>Yes 3 <input type="radio"/> How many? [ ] } Go to 48</p> <p>No 4 <input type="radio"/></p> <p>47. At any time during the past 12 months, did ... take any courses part-time?</p> <p>Yes 5 <input type="radio"/> How many? [ ]</p> <p>No 6 <input type="radio"/> Go to 62</p>	<p>53. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes 1 <input type="radio"/> No 2 <input type="radio"/> Go to 55</p> <p>54. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... 3 <input type="radio"/></p> <p>20 to 99? ..... 4 <input type="radio"/></p> <p>100 to 499? ..... 5 <input type="radio"/></p> <p>500 or over? ..... 6 <input type="radio"/></p> <p>Don't know ..... 7 <input type="radio"/></p>

<p>55. When ... took this course, for how long had he/she been working for this employer? (Enter 00 if less than one year)</p> <p><input type="checkbox"/> years</p>	<p>60. Which of the following was the most important reason why ... took this course? Was it .. (Mark one only)</p> <p>To improve job opportunities or for career development? ..... <input type="radio"/></p> <p>For personal interest? ..... <input type="radio"/></p> <p>To increase earnings? ..... <input type="radio"/></p> <p>To improve job related skills? ..... <input type="radio"/></p>
<p>56. Who paid the fee or tuition for this course? Was it .. (Mark all that apply)</p> <p>An employer? ..... <input type="radio"/></p> <p>Self or family? ..... <input type="radio"/></p> <p>A union or professional organization? ..... <input type="radio"/></p> <p>A voluntary organization? ..... <input type="radio"/></p> <p>A government? ..... <input type="radio"/></p> <p>Or some other person or organization? (specify) ..... <input type="radio"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>No fee ..... <input type="radio"/></p> <p>Don't know ..... <input type="radio"/></p>	<p>61. During the 6 months prior to starting this course, was ... mainly ..</p> <p>Without a job but actively looking for work? ..... <input type="radio"/></p> <p>Employed full-time (more than 30 hours/week)? ..... <input type="radio"/></p> <p>Employed part-time? ..... <input type="radio"/></p> <p>Without a job and not looking for work? ..... <input type="radio"/></p> <p>A student? ..... <input type="radio"/></p>
<p>57. Excluding fees or tuition, did ... receive any type of financial assistance such as paid time off, grants or bursaries, payment for course materials, transportation, allowance, etc.?</p>	<p>62. INTERVIEWER CHECK ITEM:</p>
<p>Yes <input type="radio"/> No <input type="radio"/> Go to 59</p> <p>58. Who provided this assistance? (Mark all that apply)</p> <p>Employer ..... <input type="radio"/></p> <p>Family ..... <input type="radio"/></p> <p>Union or professional organization ..... <input type="radio"/></p> <p>Voluntary organization ..... <input type="radio"/></p> <p>Government ..... <input type="radio"/></p> <p>Other (specify) ..... <input type="radio"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Don't know ..... <input type="radio"/></p>	<p>If at least one of Q17, Q30, Q40 or Q51 has already been answered ..... <input type="radio"/> Go to 69</p> <p>Otherwise ..... <input type="radio"/> Go to 63</p>
	<p>F. EMPLOYER INFORMATION ON NON-TRAINEES.</p>
	<p>63. During the past 12 months did ... do any work at all at a job or business?</p> <p>Yes <input type="radio"/> No <input type="radio"/> Go to 68</p>
<p>59. Was this course taken at ..</p> <p>A university? ..... <input type="radio"/></p> <p>A college (community college, CEGEP, technical institute)? ..... <input type="radio"/></p> <p>A vocational or trade school? ..... <input type="radio"/></p> <p>A private or commercial school? ..... <input type="radio"/></p> <p>Work? ..... <input type="radio"/></p> <p>Other (specify) ..... <input type="radio"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Don't know ..... <input type="radio"/></p>	<p>64. Was ...'s work entirely full-time, entirely part-time or some of each? By full-time I mean 30 hours or more per week.</p> <p>Entirely full-time ..... <input type="radio"/></p> <p>Entirely part-time ..... <input type="radio"/></p> <p>Some full-time and some part-time ..... <input type="radio"/></p>

<p>65. About how many persons were employed at the location where ... worked during the past 12 months? Was it .. (If more than one employer, refer to one of longest duration)</p> <p>Less than 20? ..... 1<input type="radio"/></p> <p>20 to 99? ..... 2<input type="radio"/></p> <p>100 to 499? ..... 3<input type="radio"/></p> <p>500 or over? ..... 4<input type="radio"/></p> <p>Don't know ..... 5<input type="radio"/></p>	<p>70. What were the reasons ... did not take this training or education? (Mark all that apply)</p> <p>Not aware of existing programs ..... 01 <input type="radio"/></p> <p>Training programs not available ..... 02 <input type="radio"/></p> <p>Available programs not suitable for ...'s needs ..... 03 <input type="radio"/></p> <p>Too old/too late now ..... 04 <input type="radio"/></p> <p>Not interested/lack of motivation ..... 05 <input type="radio"/></p> <p>Too busy ..... 06 <input type="radio"/></p> <p>Too expensive/have no money ..... 07 <input type="radio"/></p> <p>Too embarrassed ..... 08 <input type="radio"/></p> <p>Health reasons ..... 09 <input type="radio"/></p> <p>Family responsibilities ..... 10 <input type="radio"/></p> <p>Other (too tired, on vacation, needed a break, etc.) (specify) ..... 11 <input type="radio"/></p> <p>[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]</p> <p>Don't know ..... 12 <input type="radio"/></p>
<p>66. Did ...'s employer operate at more than one location in Canada?</p> <p>Yes 6 <input type="radio"/> No 7 <input type="radio"/> Go to 68</p>	
<p>67. In total, about how many persons were employed at all locations in Canada? Was it ..</p> <p>Less than 20? ..... 1<input type="radio"/></p> <p>20 to 99? ..... 2<input type="radio"/></p> <p>100 to 499? ..... 3<input type="radio"/></p> <p>500 or over? ..... 4<input type="radio"/></p> <p>Don't know ..... 5<input type="radio"/></p>	<p>71. Was there any other training or education that ... would have wanted to take for employment or any other reasons but did not?</p> <p>Yes ..... 1 <input type="radio"/></p> <p>No ..... 2 <input type="radio"/></p> <p>Don't know ..... 3 <input type="radio"/></p> <p>Go to 73</p>
<p>68. During the 6 months from January to June 1990, was ... mainly ..</p> <p>Without a job but actively looking for work? ..... 1<input type="radio"/></p> <p>Without a job and not looking for work? ..... 2<input type="radio"/></p> <p>Employed full-time (more than 30 hours/week)? ..... 3<input type="radio"/></p> <p>Employed part-time? ..... 4<input type="radio"/></p> <p>A student? ..... 5<input type="radio"/></p>	<p>72. What were the reasons ... did not take this training or education? (Mark all that apply)</p> <p>Not aware of existing programs ..... 01 <input type="radio"/></p> <p>Training programs not available ..... 02 <input type="radio"/></p> <p>Available programs not suitable for ...'s needs ..... 03 <input type="radio"/></p> <p>Too old/too late now ..... 04 <input type="radio"/></p> <p>Don't need it in job/knows enough ..... 05 <input type="radio"/></p> <p>Too busy ..... 06 <input type="radio"/></p> <p>Too expensive/have no money ..... 07 <input type="radio"/></p> <p>Too embarrassed ..... 08 <input type="radio"/></p> <p>Health reasons ..... 09 <input type="radio"/></p> <p>Family responsibilities ..... 10 <input type="radio"/></p> <p>Other (too tired, on vacation, needed a break, etc.) (specify) ..... 11 <input type="radio"/></p> <p>[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]</p> <p>Don't know ..... 12 <input type="radio"/></p>
<p><b>G. BARRIERS TO TRAINING.</b></p> <p>69. Was there any training or education that ... was supposed to take for employment-related reasons but did not?</p> <p>Yes ..... 6 <input type="radio"/></p> <p>No ..... 7 <input type="radio"/></p> <p>Don't know ..... 8 <input type="radio"/></p>	<p>73. <b>INFORMATION SOURCE:</b> HRD page-line of person providing the above information. [ ]</p> <p>Go to 71</p>

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